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Module 8B: Creep, Crawl, Flit, or Fly

# Grade Two

# Thematic



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**Grade Two Thematic  
Module 8B: Day 10 to Day 18**

# **Creep, Crawl, Flit, or Fly**





Grade Two Thematic  
Module 8B: Creep, Crawl, Flit, or Fly  
Day 10 to Day 18  
Student Module Booklet  
Learning Technologies Branch  
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



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- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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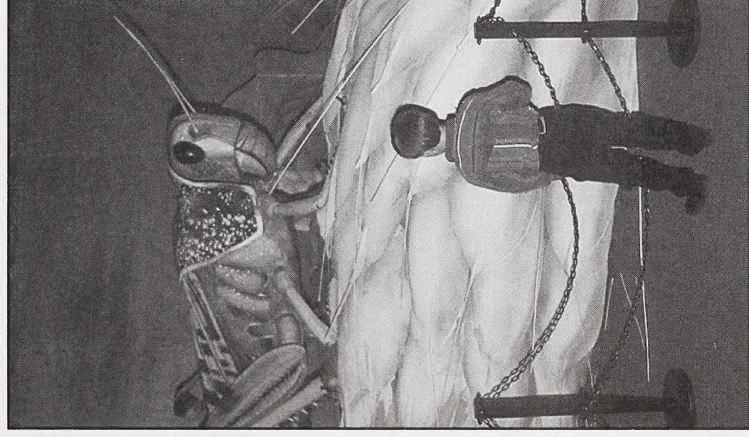
# Welcome to Grade Two Thematic

Do you sometimes think about all the people you see and wonder what they do while you're in school?

Have you ever wondered what children in other countries in the world do for fun? Do you think they learn about the same things you do?

Have you ever tried to make something float on water, but it kept sinking? Did you ever wonder how magnets work, how to make a map, or why you have to brush your teeth every day?

You will find out about all these things and much more in the coming year. So get ready for a great adventure in learning!

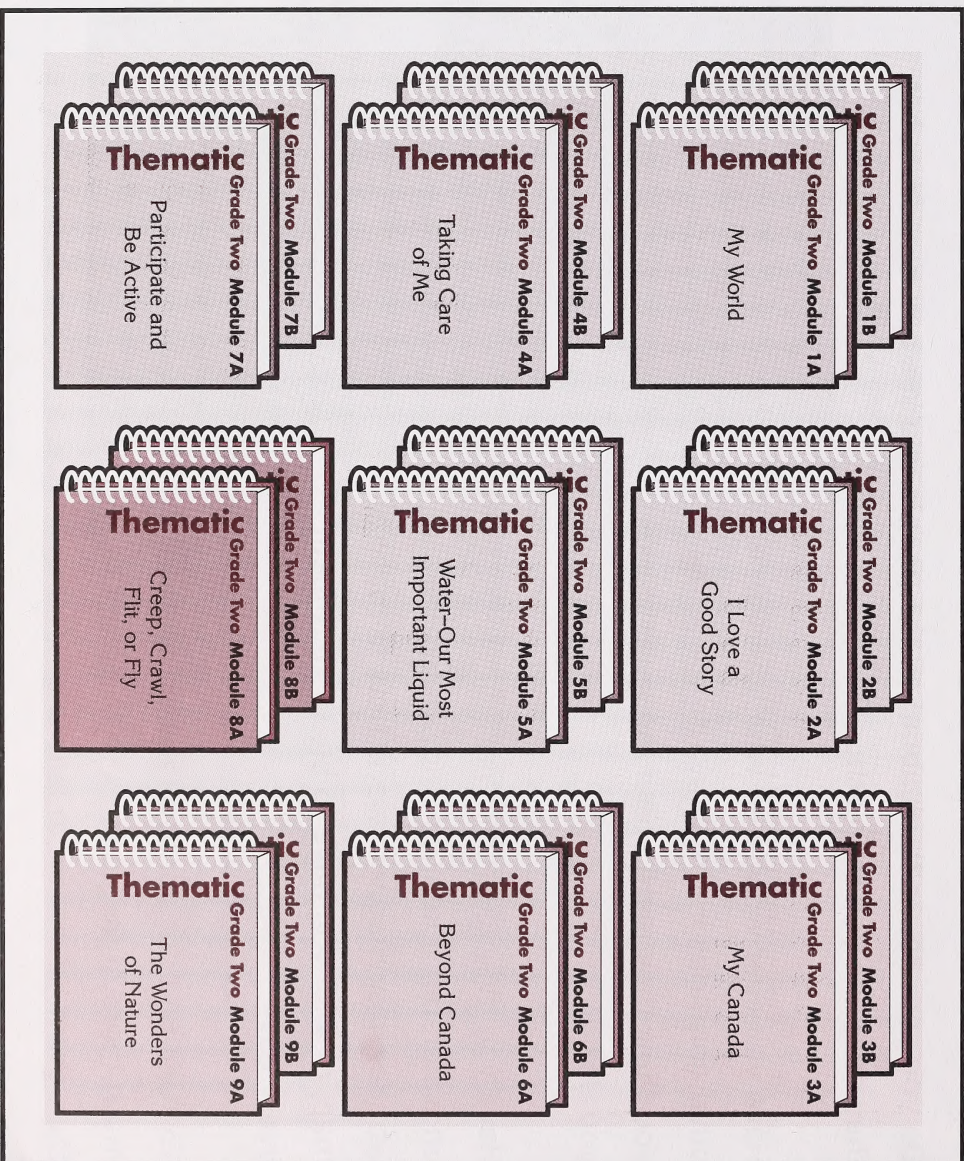


Read all the text to the student  
as he or she follows along.



Go over the diagram with the student. Read the title of each Student Module Booklet and briefly discuss what it might be about. Tell the student that he or she will write assignments after certain lessons. These assignments will be sent to the teacher to be marked.

Look at the books on this page. They show the different, fun things you will be working on throughout the year. Your home instructor will tell you all about the books you will be using this year.






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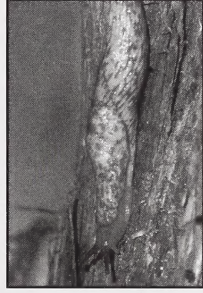
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[https://archive.org/details/gradetwothematic08albe\\_2](https://archive.org/details/gradetwothematic08albe_2)



# Creep, Crawl, Flit, or Fly

You're going to learn even more about different creatures in this module. They're small, and they can either fly or crawl. The pictures you see here are just some of the small crawling and flying animals you're going to learn about.



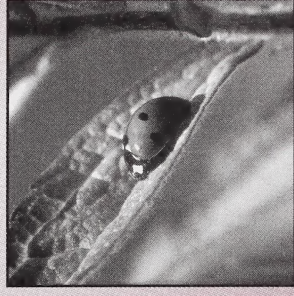
You'll be reading more interesting stories about children and animals that can do amazing things. And you'll be doing some amazing things in this module as well.



Get ready to further explore the world of small animals.



Read the text to the student while he or she follows along, or the student may read the text aloud on his or her own.





# Day 10: A Delicious Day

Bees make honey. People make delicious things with honey. You will too.

Have you ever introduced someone you know? You will today.

You're also going to do a magic trick. It's a fun day today.





## Calendar Time

Follow the daily procedure.

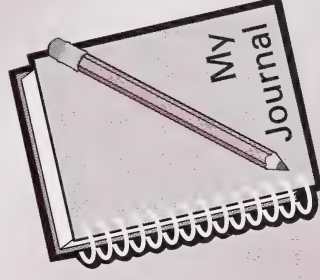


Work on Module 8: Day 10.

## Journal Time



Take out your journal. Turn to the Personal Writing section.



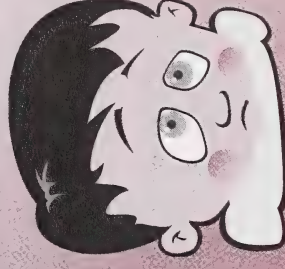
Do you remember how **embarrassed** Austin was in the story

"The Great Austini"? Circle **yes** or **no**. Have you ever been embarrassed? Circle **yes** or **no**. When? What

happened? How did you feel? Write about it in your journal.

Use your *Collections Writing Dictionary* if you need help spelling a word.

Discuss how it feels to be embarrassed. *Embarrass* means to make uncomfortable, nervous, or ashamed.





## What Does That Mean?



Take out your book *Just Watch Me!*

Read "The Great Austini" aloud.

To understand a word in context, explain that a reader reads the text around the word and, if there are illustrations, uses those to help with the meaning.

Explain that often a reader needs to read back (as for *applause*) or read on (as for *introduce*) to find clues to help with the meaning of a word. For example, Dad says, "Enough applause." The student has to read back to "Everyone clapped loudly" to infer that *applause* means *clapping*.

When you read a story or an article, sometimes you don't know what every word means. There are ways of understanding what a word means. Do you know how?





Look at the chart. Read the words in the first column aloud. They're from the story "The Great Austini." Write in the third column what you think the words mean.

Word	Page	What I Think It Means	What It Means
performs	16		
introduce	16		
volunteer	17		
embarrass	17		
applause	19		
normal	20		
double-jointed	20		

Ask the student what he or she thinks the words in the first column in the chart mean and record the prediction in the third column.





Have the student locate the words in the text and read the section aloud. Discuss what the text and illustrations suggest the words mean, and compare them to the student's predictions. As the meanings of the words are confirmed in the text, have the student record them in the last column. See the Home Instructor's Guide for an example. Do the first two with the student.

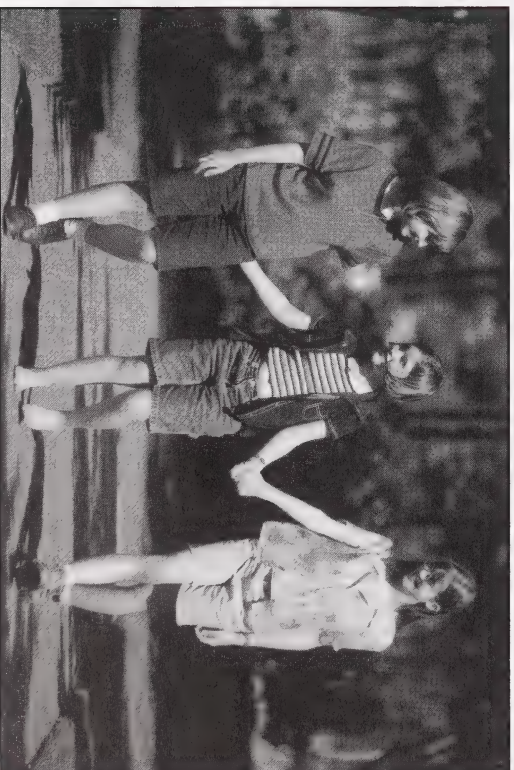
Discuss how the girl could have introduced Austin to her friends. Have the student demonstrate how he or she would introduce Austin.

Now find each word from the chart in the story and read the section aloud. Are the meanings of the words in the text different or the same as your predictions? Print the meanings in the last column.

## Making Introductions

Do you remember when the girl in "The Great Austini" introduced Austin to her friends Paul and Gina? Circle **Yes** or **No**.

How do you think she would have done that? Imagine you are the girl. How would you introduce Austin to your friends?





Listen as your home instructor introduces Austin. There are certain things to remember when you introduce someone. What are they?

There are times when you have to make an introduction. When would those be? Practise making introductions with your home instructor. Make them as interesting as possible.



Take out lined paper.

Choose one of the introductions you practised. Write it down. Check your introduction with the points your home instructor wrote on the chart. Draw an illustration of the introduction and print a title for it.



You will send your work to the teacher on Day 18.

## The Loose Thumb Trick

You too can do magic tricks. Read the instructions for the Loose Thumb Trick on the next page. Practise until it's perfect. Then show your trick to your friends and family members.



Take a turn showing how you would introduce Austin. For example, "Hi! Meet my new friend. He just moved in next door. His name is Austin. Austin, this is Gina and this is Paul. Let's go play!"

On chart paper, record the features of making an introduction. Hang the chart in the room for future reference. See the Home Instructor's Guide for a sample chart and further information about making introductions.

Have the student choose one of the scenarios practised, write it down, and illustrate it showing the people involved. The student may title the introduction "Introducing \_\_\_\_\_."



Read over the instructions with the student. Demonstrate how the trick is done.



## The Loose Thumb Trick

### What You Need

a large handkerchief and a carrot

### What You Do

1. Find a carrot as thick as your thumb.
2. Cut off a piece as long as your thumb.
3. Hide the carrot in your hand.
4. Cover your hand with the handkerchief.
5. Move the carrot up so that it sticks out like a thumb.
6. Tell the audience your thumb feels loose and you need help to tighten it.
7. Ask someone to hold your thumb. When they do, turn your head and cough.
8. As you turn, pull your hand out from under the handkerchief with your thumb tucked in your fist.
9. Act surprised.

The audience will think your helper has your thumb!

<sup>1</sup> "The Loose Thumb Trick," in *Collections 2 Teacher's Resource Book* (Scarborough: Prentice Hall Ginn Canada, 2000), 146. Reproduced by permission of Pearson Education Canada.





Check out this website for other neat tricks:

[http://www.kidsdomain.com/kids/links/Magic\\_Tricks.html](http://www.kidsdomain.com/kids/links/Magic_Tricks.html)

## Break for lunch.



## Silent Reading

Enjoy your reading time.

## Words I Use Often

Look at the two words on the coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.



Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for more information about this activity.



## Fun with Phonics

These words are from the book *Just Watch Me!* Read them aloud.

shiny happy

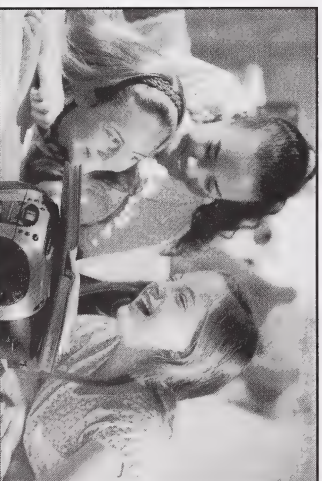
Now read these words aloud:

shinier shiniest happier happiest

What happened to the spelling in the second set of words?

Guide the student to say that the final letter *y* in each word was changed to an *i* before adding an *er* or *est*. Remind the student that when a word ends in *y* after a consonant, change the *y* to an *i* before adding *er* or *est*. For example, silly + **est** = **sillest**.

Refer to the Home Instructor's Guide for the dictation sentences.



These girls are happy, happier, and happiest.

You're going to write other words that end with **er** or **est**. Don't forget to change the **y** after a consonant to an **i**. Print the sentences you hear your home instructor dictate. Circle in black the words with **er** or **est** endings.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Honey and Wax

What do you remember about bees from Day 9?



Module 8B: Creep, Crawl, Flit, or Fly



Check the spelling, punctuation, and circled words with the student.

Review the information the student learned about bees. Refer to Day 9 if necessary.



Have the student study the illustration of the bee from the Appendix. Review the definition of an insect (Day 8). Guide the student to say that a bee is an insect because it has six legs, wings, three body parts, and antennae.

As the student is observing, ask the following questions: How many legs are there? How many body parts are there? To which part are the legs attached? Are there eyes? How many? Does it have antennae? Have the student write about the bee on the lines.

Look closely at the illustration of the bee your home instructor has given you. Is a bee an insect? Circle **Yes** or **No**. How do you know that? Take a close look at the bee. Describe what it looks like. Write your description on the lines.

A bee . . .

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There are two things bees make that people use. Do you remember what they are? Circle **Yes** or **No**. Print them in the honeycombs.



Have you ever made Ukrainian Easter eggs?

Circle **Yes** or **No**.

The wax that is used is pure beeswax.

Think of **products** people make out of honey and wax.

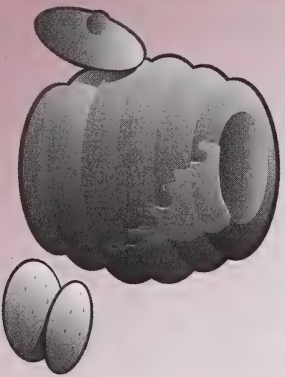


Guide the student to mention honey and wax.

Explain that products are any things that are made or produced. Brainstorm products made out of honey or wax: beeswax candles, granola bars, sesame seed snacks, honey cake, honey soaps, honey cookies, royal jelly (worker bees secrete it and feed it to future queen bees), and so on.



Provide the student with the ingredients.



## Cooking with Honey

Do you like cookies? Circle **Yes** or **No**. You're going to make honey cookies. First, read the list of ingredients and help your home instructor get the ingredients ready. Then read the directions carefully. Don't forget to help with the clean-up when you're finished.

### Honey Cookies

#### Ingredients

875 mL flour	250 mL brown sugar
3 mL baking soda	1 beaten egg
3 mL cinnamon	250 mL margarine
3 mL salt	375 mL chopped walnuts or raisins (optional)
250 mL honey	

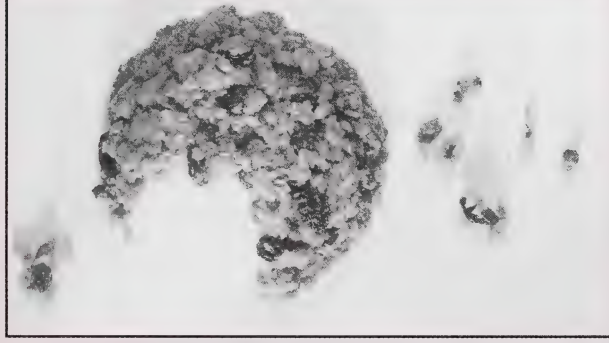
Makes about four dozen cookies.



Help your student make the cookies.

## Directions

1. Preheat the oven to 350°F.
2. In a large bowl, mix the flour, baking soda, cinnamon, and salt.
3. In another bowl, mix the honey, brown sugar, and egg.
4. Melt the margarine and add it to the honey-brown sugar mixture.
5. Add the dry ingredients to the honey-brown sugar-margarine mixture.
6. If you are using raisins or nuts, add them now and stir well.
7. Drop by teaspoonfuls onto ungreased cookie sheets.
8. Bake for 15 minutes. Enjoy!





## Looking Back

What is your favourite type of project from those listed below? Why?

- doing a magic trick
- baking
- writing in your journal
- acting out an introduction

Which is more enjoyable—to help set up before or clean up after a project? Why?

Were you happy with how the cookies turned out? What could you do to make baking easier next time?



Turn to Assignment Booklet 8B and complete Day 10: Learning Log. Have the student include his or her comments.

## Story Time

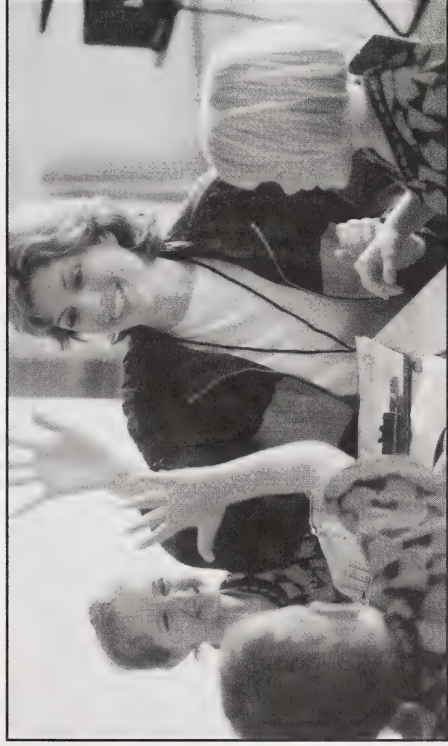
Relax and enjoy the story!



## Sharing Time

Choose something you did today that you would like to share with a friend or family member. You could choose one of the following:

- Read pages 18 to 21 of "The Great Austini."
- Make an introduction. Introduce one family member to another.
- Show your magic trick.
- Share the honey cookies.



## Day 11: Sliding Along

Can you guess which small animals slide? You'll find out today. You will also learn a traditional American folk song and dance performed to country music.





## Calendar Time

Follow the daily procedure.



Work on Module 8: Day 11.

## Music and Movement



Take out *Music and Movement in the Classroom* CD #2.

Have you ever listened to country music?

Circle **Yes** or **No**.

You're going to learn a traditional folk dance and perform it to country music. Begin by listening to "Old Brass Wagon." What instruments do you hear?

Listen to the song again and follow the instructions to perform the dance with your home instructor.



Locate and play the song "Old Brass Wagon" on *Music and Movement in the Classroom* CD #2.

Guitar, violin, and drum are the instruments easily recognizable.

The words to the song are on page 49 of the *Music and Movement in the Classroom* booklet. This time when you play the song, sing and dance to the music.

## Making Revisions



Take out the book *Just Watch Me!*



Read "The Great Austini" silently to yourself.

Look at the page called "The Magic Show." It's the beginning of a first draft of a story. You're going to **revise** it and make it a good story.

Provide the student with "The Magic Show" page from the Appendix. Help the student cut out the sentences. Have the student work out where the ideas are out of sequence and suggest the order so the ideas make sense. See the Home Instructor's Guide for the sequence. Review the meaning of revision on the "Writing Process" chart.

Have the student glue the sentences next to each other, as in a single paragraph, so they read across, then down. Leave space between the lines for revisions.





Take out unlined paper.

First, cut out the sentences. Next, read each sentence aloud. Put the sentences in order from beginning to end, so that the story makes sense. Then glue them onto the paper.

Now you're ready to **revise** the story!

Read the sentences aloud. What kind of changes can you make so the sentences sound better?

Help your home instructor make a chart to show how to revise the first draft of a story.



Take out lined paper.

On the page, write the story with the revisions you made. Remember to put your name on it.



You will send your work to your teacher on Day 18.

Discuss changes that would make the sentences flow. See the Home Instructor's Guide for some suggested changes. Make revisions to the entire story together so that the student understands the process.

Discuss how revisions are made. On chart paper, write a "To Revise a Story" chart. Hang this in the classroom for future reference. See the Home Instructor's Guide for an example.

Review what a frieze is: a series of connected pictures on a related topic.

The main events in the story, might include the following:

1. The author introducing Austin to the other children.
2. The crowd watching The Great Garbeenzi.
3. Gina helping with a trick.
4. Austin sticking his finger in the glass.
5. People patting Austin on the back as he smiles.

The student may use other events.

Use a long piece of art paper or newsprint, paste two regular-sized sheets of paper together lengthwise, or cut a sheet of poster paper in half horizontally. The paper should be about 50 cm wide x 21 cm high.

Help the student draw five equal-sized boxes on the paper.



## A Frieze of “The Great Austini”

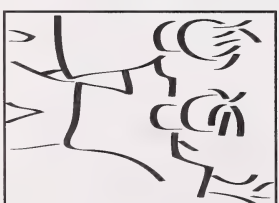
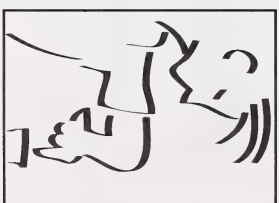
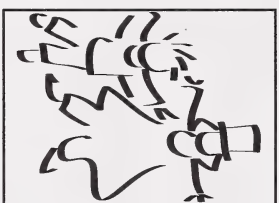
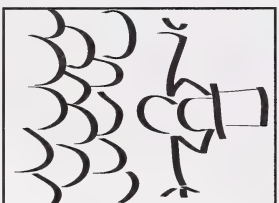
Do you remember what a **frieze** is? Circle **yes** or **no**.  
What is it? You’re going to illustrate events from the story “The Great Austini.” Go through the story now and list the main events.



Take out art paper.

On the paper, draw five boxes. In each box, illustrate the events of the story in the order they happened.

### The Great Austini







You will send your work to your teacher on Day 18.

## Break for lunch.



## Silent Reading

Enjoy your reading time.

## Fun with Phonics



These words are from the story "The Great Austini." Read them aloud.

babies ladies

These words end in **es**. What happened to the **y** at the end of each base word before **es** was added?

Because there is a consonant before the **y**, the **y** is changed to **i** and then **es** is added.

Both you and the student read silently for ten minutes.

Review how to make a word that ends in **y** a plural. When a word ends in **y** after a consonant, change the **y** to **i** before adding **es**: *bunny* + **es** = *bunnies*. Guide the student to see how *baby* and *lady* become *babies* and *ladies*.

Refer to the Home Instructor's Guide for the dictation sentences.



Check the spelling, punctuation, and circled words with the student.

Have the student share what he or she knows about slugs and snails. Slugs are virtually snails without shells.

You're going to write other words that end with **es**. Remember to change the **y** to an **i**. Print the sentences on the lines. Circle in yellow the words with **es** endings.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

## Super Snails

Have you ever seen a snail? Circle **Yes** or **No**. How about a slug? Circle **Yes** or **No**. What do you know about them?

**Yes**

or

**No**

**Yes**

or

**No**



Make a home for water or land snails so you can observe them closely.

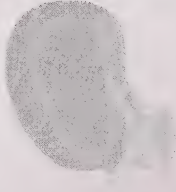
If you are making a home for water or pond snails, this is what you do:

1. Place sand in a clean jar or tank that has been sitting with water for a few days.
2. Add a few water plants to it—make sure to anchor them in the sand.
3. Gently place the snails in the tank. You have built an **aquarium**.

The snails will eat the algae that grow in the tank, but you have to give them small amounts of fish food or pieces of lettuce once in a while.



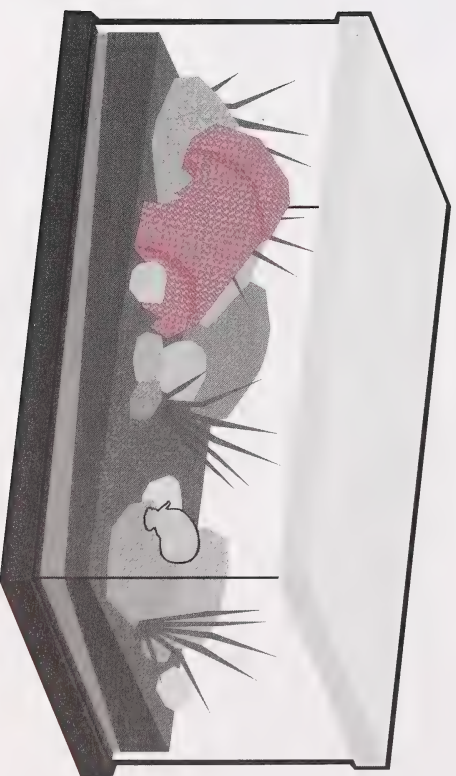
Set up an aquarium or terrarium for snails now. Explain that an *aquarium* holds water (*aqua* is Latin for *water*) and a *terrarium* holds earth (*terra* is Latin for *earth*). Pond or water snails can be bought at a pet store. Land snails and slugs can be found outdoors.



If you are making a home for slugs or land snails, this is what you do:

1. Place gravel, soil, stones, and plants in a tank.
2. Gently place the slugs or snails in it.
2. You don't want the animals to escape, so put mesh or a screen on the top of the tank and tape it down.
4. If you are using a jar, put a large elastic around the mesh or screen on top. You have built a **terrarium**.

Remember to feed the animals. Snails or slugs like to eat green plants, dead leaves, chopped apple or potato, or breadcrumbs. Clear away any uneaten food before it goes rotten.







Take out your magnifying glass.

Take a close look at one of your snails or slugs with the magnifying glass. What do you see?

In the box, draw and colour a snail or a slug. Put in as many details as you can.

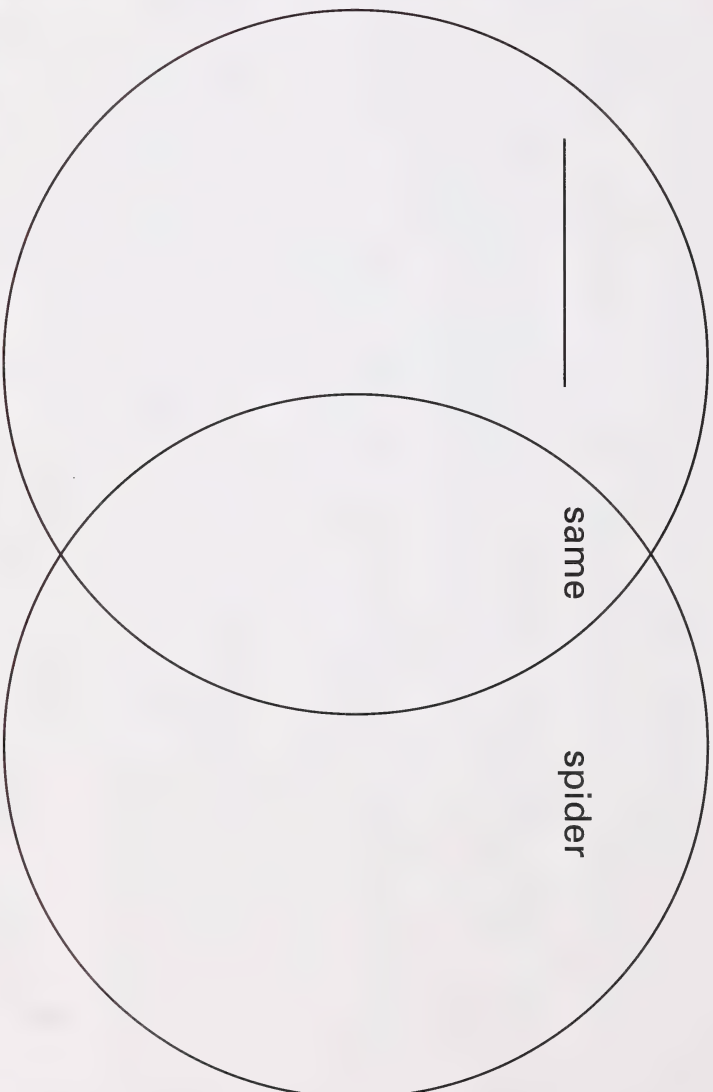
A large, empty rectangular box with a thin black border, intended for a student to draw a snail or slug.

If it is not possible to observe a live snail or slug, provide the student with the snail illustration from the Appendix. Ask the following questions: What is unusual about this small animal? How many body parts does it have? How does it move? Does it have feet? Can you see the eyes? Where are they? How many are there? What do you see on its head?

Brainstorm information that can go in the Venn diagram. Have the student print *snail* or *slug* on the line in the diagram. Have the student record what he or she knows about snails or slugs in it.

See the Home Instructor's Guide for an example of a completed Venn diagram.

In the Venn diagram, record what you observed about the snail or slug. Compare a snail or slug to a spider.



Complete Day 11: Assignment 1 in your Assignment Booklet.



## Did You Know?

The largest land snail is a giant African snail with a shell 20 cm long.

Some sea slugs grow to be 40 cm long!



## Looking Back

How did you like the story "The Magic Show"?

Did you enjoy revising the story so the sentences flowed and sounded better? Why or why not?

Do you like to make up your own stories? Why?

Do you enjoy telling a story through illustrations? Why or why not?

How do you feel about the frieze you made today?

Turn to Assignment Booklet 8B and complete Day 11: Learning Log. Have the student include his or her comments.

## Story Time

Relax and enjoy the story!

## Sharing Time

Choose something you did today that you would like to share with a friend or family member. You could choose one of the following:

- Play "Old Brass Wagon." Sing and dance along to it with your family.
- Read "The Great Austini."
- Read your revision of "The Magic Show."
- Show your frieze and talk about the events in each box.
- Tell what you learned about snails today.





## Day 12: Nature's Janitors

You're going to learn more about snails and slugs today. You'll read a play and record it.



## Calendar Time

Follow the daily procedure.



Work on Module 8: Day 12.

## Journal Time



Take out your journal. Turn to the **Personal Writing** section.

Has anyone ever been kind to you? Have you ever shown kindness to someone else? Write about it in your journal.

Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.



Share a story about kindness (either when you have been kind to someone or when a kindness was done to you). Have the student share a time he or she has shown kindness to someone, or has had kindness shown to him or her.



## An Act of Kindness

Today you will read a play. How is a play different from a story? Tell your home instructor.

The play is based on an old folk tale from Europe. Folk tales like this were told long ago by storytellers.

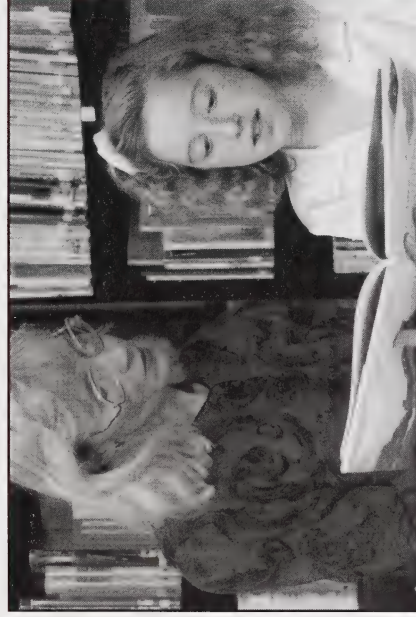
Look at the list of characters below. What does a narrator do? Tell your home instructor.

### List of Characters

Narrator	Servant	Poor Farmer
Stranger	Rich Farmer	

Read the title of the play that begins on the next page. Look at the illustrations. What do you think might happen in the play?

Look quickly through the play. Why are some parts written in special writing called italics?



Discuss the differences between a play and a story. The student may remember that a play is intended to be acted out or dramatized and that the characters speak aloud to tell the story. A play is written in a format that usually includes the name of the character followed by the spoken dialogue. Plays often include directions for actions and narrators that tell part of the story.

A narrator helps tell the story.

The student will make a prediction about the content of the play.

Discuss the fact that stage instructions for plays are usually written in italics and that parentheses are used before and after these instructions.



Read the play aloud. Think about how the rich farmer and the poor farmer are different. Find out what important lesson this play teaches.

### A Stranger's Gift



**Narrator:** Once upon a time there was a lonely traveller. He was trudging down a country road on a cold winter evening.

**Stranger:** I will never make it to the next inn tonight. I am very cold and hungry. I will surely freeze if I don't find shelter soon.

continued . . .



**Narrator:** At last he saw a light in the distance. As he got closer, he saw a large house with many barns and sheds around it.

**Stranger:** (*knocking on the door*) Is anyone home?

**Rich Farmer:** (*opening the door*) Why are you knocking and shouting, old man?

**Stranger:** Please, can you give me shelter for the night? I am so cold and weary!

**Rich Farmer:** (*in an angry voice*) Certainly not! Go away before I set my dogs on you!

**Narrator:** The stranger continued down the road, shivering from the cold. At last he saw a dim light ahead. He soon reached a small house with a tiny barn.

**Stranger:** I do hope I can get shelter for the night here. I am nearly frozen. (*He knocks on the door.*)

continued . . .



**Poor Farmer:** Why are you rapping on my door, stranger?

**Stranger:** Please, could you give me shelter for the night? I am so cold and weary!

**Poor Farmer:** (*opening the door wide*) You must be freezing! Come inside and warm up by the fire. We have a bit of soup left from our supper. You are welcome to sleep in the loft of the barn. I'm sure we can spare you a blanket or two.

**Narrator:** The stranger was warm and cozy in the loft of the small barn. The next morning he went to the house to thank the farmer for his kindness. The farmer and his family were having breakfast.

**Poor Farmer:** Come inside and have some breakfast with us. We have a bit of milk from our cow and a few crumbs of bread.

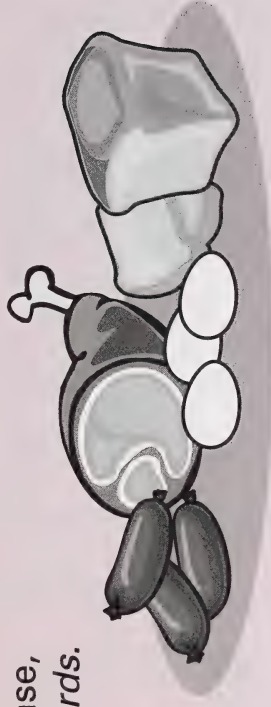


continued . . .



**Narrator:** When he went inside, the stranger noticed how poor the family was. They had very little food, and the children's clothing was tattered and worn.

**Stranger:** I have plenty of food in my pack. Please, share it with me. *(He whispers some magic words. He pulls sausages, eggs, ham, and several loaves of bread out of his pack.)*



**Poor Farmer:** What a wonderful meal! Thank you so much!

**Narrator:** After breakfast, the stranger got ready to leave.

**Stranger:** Thank you for your kindness. I must go now, but remember these words: **What you do this morning, you will do all day till evening.** Good bye and good luck to you.

**Poor Farmer:** *(waving goodbye)* Good bye! Now I must get to work. It's time to milk the cow.

**Narrator:** The poor farmer went outside and stood by the barn door. He called to the cow.

continued . . .

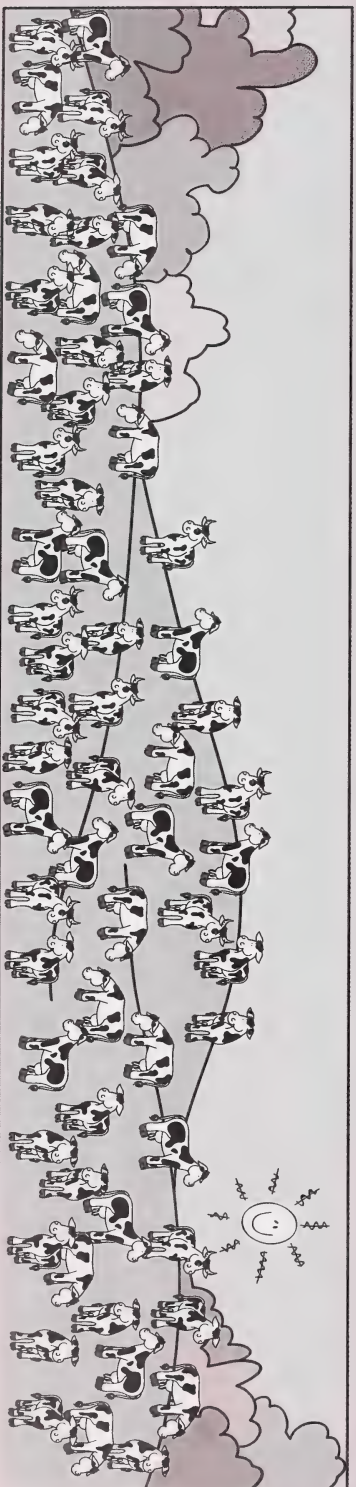
Poor Farmer: Come Bessie! Come, come, it's time for milking!

Narrator: Bessie walked into the barn, and the farmer found himself calling again.

Another cow walked into the barn. He couldn't stop calling. Each time he called, another cow walked into the barn. Suddenly, he remembered what the stranger had said: **What you do in the morning, you will do all day till evening.**

Poor Farmer: (*still calling and watching cows walk into his barn*) This is what the stranger meant!

Narrator: Before long, the barn was nearly bursting with cows. The farmer's wife, seeing what was happening, opened the back door of the barn to let the cows into the field. The farmer called and called. By evening, the family had hundreds of cows.



continued . . .



**Poor Farmer:** We will never be poor again! We will always have food. We can sell milk to buy the things we need.

**Narrator:** Excited by his good fortune, the farmer ran to tell his rich neighbour what had happened.

**Rich Farmer:** Why was I so foolish? I should not have sent the old man away. I'll hitch up my horse and wagon and send my servant to find him.

**Narrator:** The servant found the man walking down the road in the moonlight.

**Servant:** My master, the rich farmer, sent me to find you. Please come back to his house. He wants to give you shelter tonight.

**Stranger:** He was unkind to me last night. I have travelled a good distance today. Why should I go back?



continued

**Servant:** Please come back, or he will be angry with me! He may beat me!

**Stranger:** I do not want that to happen. I will come with you.

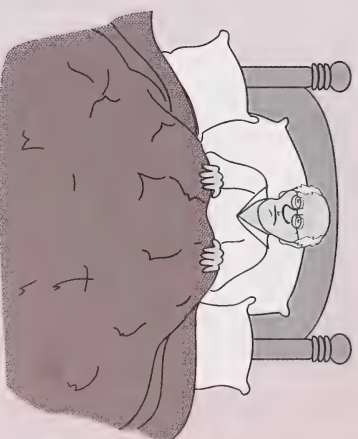
**Narrator:** The rich farmer pretended to welcome the stranger into his home. He gave him a warm meal and a soft bed for the night. In the morning, the stranger heard the farmer talking to himself.

**Rich Farmer:** (*thinking aloud*) Thank goodness, the old beggar will be gone soon. I hope he tells me the magic words before he goes.

**Stranger:** I must go now. Thank you for the meal and the shelter, and remember these words: **What you do this morning, you will do all day till evening.**

**Rich Farmer:** (*waving goodbye*) It is a good thing that I know what his words mean. Now I will go and count my money. By the end of the day, my house will be filled with money.

**Narrator:** The rich farmer rushed to the cellar where he kept his money hidden. As he pulled out his money box, the dust from the top of the box flew into the air.



continued . . .



Rich Farmer: A-choo! A-choo!

Narrator: Each time he sneezed more dust flew into the air.

Rich Farmer: A-choo! A-choo!

Narrator: All his money blew away!

Rich Farmer: A-choo! A-choo!

Narrator: All his servants ran away!

Rich Farmer: A-choo! A-choo!

Narrator: All his farm animals ran away!

Rich Farmer: A-choo! A-choo!

Narrator: As far as I know, he is sneezing still!



How are the rich farmer and the poor farmer different? What lesson did you learn from this story? Tell your home instructor.

Read the play silently to yourself.



There are many words that can describe the poor farmer in the story "A Stranger's Gift." How many can you think of? How can you describe the rich farmer?

Brainstorm words that describe each farmer in the story; then have the student do Assignment 2, Part A in the Assignment Booklet.



Complete Day 12: Assignment 2, Part A in your Assignment Booklet.



## New Words

These words are from the selection "A Stranger's Gift." Read them aloud.

stranger

shelter

poor

sneezed

Listen to each word as the student reads it aloud. Correct the student if needed.

Remember, if you have a hard time saying or remembering a word, use the strategies from the **Learning New Words** chart.

Print the new words in alphabetical order.

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Check that the words are listed alphabetically.

Check the answers with the student: *poor, shelter, stranger, sneeze.*



If there are any other words from the play "A Stranger's Gift" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.



Print the answers to the following on the lines.

This is an antonym of **rich**. \_\_\_\_\_

This is one of the basic needs of all animals, including humans.

\_\_\_\_\_

This is an antonym of **friend**. \_\_\_\_\_

What is the base word of **sneezed**? \_\_\_\_\_



Take out four white index cards.

Print the four new words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the four new words in your writing dictionary.



Complete Day 12: Assignment 2, Part B in your Assignment Booklet.



## Record the Play

Which characters did you like best in the play “A Stranger’s Gift”? You can play the roles of those characters. Your home instructor can be the other characters. Practise reading the roles together.

Review the **Reading Aloud** chart. There are things a good reader does. When you read your roles, read with expression, as if you really were the characters.

Once you have practised reading your roles with your home instructor, record the play for your teacher.



You will send your work to your teacher on Day 18.



Discuss which roles the student will play, including that of the narrator. Refer to the chart “Reading Aloud.” Encourage the student to read with expression, to pace him or herself, to read with sufficient volume, and to speak clearly. As you go through the play, talk about sound effects that can be used.

Assist the student with the recording. Have the student record his or her name, the module number and day, and the name of the play. After the recording, play it back and let the student decide whether to record it again.

Refer to the Home Instructor's Guide for more information.

Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for more information about this activity.



## Enrichment (optional)

If you have time, you may want to do an extra activity.

### Break for lunch.



### Silent Reading

Enjoy your reading time.

### Words I Use Often

Look at the two words on the coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.



The clubs are on the golf course by a tree.



## I Can Spell That

Can you spell the six new spelling words?

Circle  **yes** or  **no**. Try it! Print the words on the lines as your home instructor says them.

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## Fun with Phonics

These words are from the story “A Stranger’s Gift” and the book *Just Watch Me!* Read them aloud.

away    play    raised    details

These words contain the vowel pairs **ay** and **ai**. What do you remember about vowel pairs?

Refer to the Home Instructor’s Guide for the spelling words.

Review vowel pairs: Two vowels come together to make one long vowel sound—the first vowel stands for the long sound and the second vowel is silent. You can hear the long *a* sound in *mail* and *today*.

Refer to the Home Instructor's Guide for the dictation sentences.

Look up the word *stupendous* in the dictionary and read the definition to the student.

Explain that it means *amazing*. Have the student answer the questions orally and talk about his or her snail or slug observations.

You're going to write other words with the vowel pairs **ai** and **ay** in your Assignment Booklet.



Complete Day 12: Assignment 3 in your Assignment Booklet.

## Stupendous Snails and Slugs

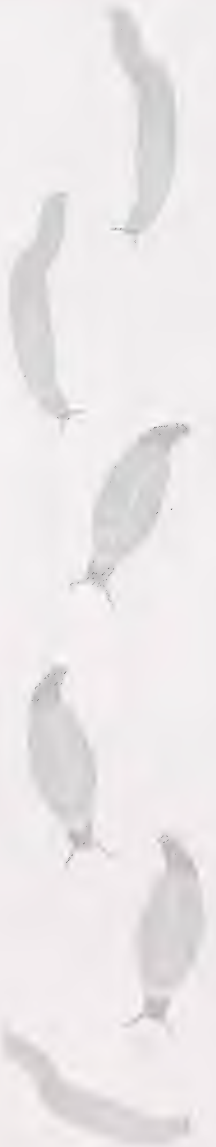
Have you been observing your snails or slugs?

Circle **Yes** or

**No**.

What have you observed? How quickly do they move? How do you think they move? Do you see any bones or legs?

Listen as your home instructor reads the article "Snails and Slugs." If you can, read it yourself.





## Snails and Slugs

Have you ever wondered what's inside a snail's shell? You could find out by looking at a slug. Snails and slugs are related. Slugs are snails without shells.



snail



slug

On their heads, snails and slugs have two tentacles with eyes on the ends. They use other tentacles on their heads for smelling and feeling. Snails and slugs have no bones. They move around on a large, soft muscle called a foot. The head is joined to the foot. The rest of the body is carried in a lump on the back of the animal. You can see this lump on a slug, but a snail keeps it inside its shell.

continued . . .

There are water snails and slugs that live in water. There are also land snails and slugs. Land snails and slugs like to live in damp or wet places. Their skin dries out easily because it's not waterproof. They produce slime that keeps their skin moist. They leave behind a trail of this slime wherever they go. It helps them move and climb. Because the slime is sticky, snails and slugs can cling upside down to many surfaces—even glass. Slime also protects snails and slugs from their enemies because their enemies don't like to eat slime.

Many animals eat snails and slugs. Some of their predators are frogs, birds, salamanders, centipedes, lizards, squirrels, mice, and humans. When people eat snails, they call them *escargot*. Snails' shells are often the same colour as their **background**. That makes it difficult for their enemies to see them.

Snails and slugs are often called "nature's janitors" because they are **decomposers**. Decomposers help break down dead plants and animals so they can turn back into soil. Snails and slugs eat rotting plants, mushrooms, and leaves. They also like to eat healthy plants, so they are not always welcome in gardens.



What do snails and slugs eat? How do they keep moist? How do they move around? Who are their predators? How are snails and slugs helpful to people and the environment? Are snails and slugs insects? Circle **Yes** or **No**. Why or why not? How do snails and slugs avoid their predators?



Complete Day 12: Assignment 4 in your Assignment Booklet.



Take out your magnifying glass.

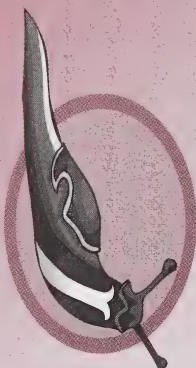
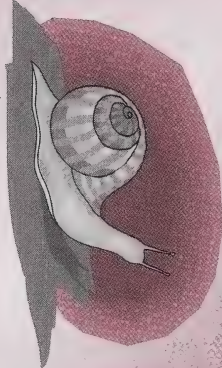
Compare a snail or a slug to an ant.  
Record your observations in the chart on the next page.



Discuss the article "Snails and Slugs" with the student. Review the term *decomposers*. Discuss the roles of snails and slugs in the food chain: Snails and slugs eat dead and live plants, and insects and other animals eat snails and slugs. Review the information by having the student answer the questions orally.

If the student does not have a live snail or slug and ant to do the comparisons, have him or her use the illustrations of the two from the Appendix. Then, check the information recorded with the student. Refer to the Home Instructor's Guide for a sample chart.

After this activity have the student return the ants to the ant colony.



Features of the Animal	Snail or Slug	Ant
How many body parts?		
How many legs?		
How many eyes?		
What is the colour of the animal?		
What kind of feelers does it have?		
Which one is an insect?		



## Looking Back

What did you know about small crawling and flying animals before you started this module? Did you like to touch and look at them before? Why or why not?

How do you feel about observing them and learning about them now? Why?

Are you enjoying learning about small animals? Why or why not?

## Story Time

Relax and enjoy the story!



Turn to Assignment Booklet 8B and complete Day 12: Learning Log. Have the student include his or her comments.

## Sharing Time

Choose something you did today that you would like to share with a friend or family member. You could choose one of the following:

- Read "A Stranger's Gift."
- Play the recording you made of the play.
- If you drew a picture of your favourite scene from the play, show it and talk about it.
- Spell the six module spelling words.
- Tell what you learned about snails and slugs.





## Day 13: Entertaining Earthworms

Did you know that earthworms can be entertaining? They're fun to watch and study. You're going to learn about earthworms today and on Day 14.

You'll also have a fun morning—reading an entertaining script, laughing at jokes, and learning a funny song.



## Calendar Time

Follow the daily procedure.



Work on Module 8: Day 13.

## Lots of Laughs

Do you like jokes? Circle **Yes** or **No**. Everyone likes to laugh! Read the following jokes aloud:

- What animal do you look like when you get into the bath?  
**a little bear**
- What did the man say when he saw the dinosaurs wearing sunglasses coming down the path?  
**Nothing! He didn't recognize them.**



Share several jokes from a joke book from the selected reading resources listed in the Home Instructor's Guide for Days 13 and 14. If you do not have a joke book, have the student read aloud the jokes on this page. Ask the student what he or she thought was funny in each one.

You may have to point out the play on words—*bear* and *bare*—in the first joke.

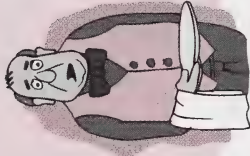


- What kind of hair do oceans have?

**wavy**

- Waiter, this soup tastes funny.

**Then why aren't you laughing?**



Did you enjoy the jokes? Circle **Yes** or **No**. What was funny about them? Do you know any good jokes?

Circle **Yes** or **No**. What are some jokes you know or have heard?

Do you have a favourite television comedy show?

Circle **Yes** or **No**. What is it? What makes a good comedy show?

All comedy shows have writers. They write **scripts** for the show. You're going to read a television script now.

The student can check on the Internet for more jokes. Search for "kids jokes," or visit this website: <http://www.scatty.com>

Because URLs frequently change, you may wish to preview this site before the student accesses it.

Guide the student to say that a good comedy show has jokes, skits, clowning around, and so on.

Explain what a *skit* is (a light, short, funny routine) and what a *script* is (a set of directions for what people are to say and do).

Guide the student to say that "The Comedy Club" is a television script. Discuss what might be in the show.

Have the student print the answers on the lines.

The writer is *Liz Stenson*.

The illustrator is *Albert Molnar*.

Have the student scan the script and read aloud the parts that people play (in bold and capital letters). Discuss what the student learned about the skits from the illustrations.



Take out the book *Just Watch Me!*



Turn to the Contents page. Find the selection "The Comedy Club." What kind of text is "The Comedy Club"? What do you think you would see and hear in a show called "The Comedy Club"? Turn to the selection.

Who is the writer of "The Comedy Club"?

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Who is the illustrator?

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Scan the text to find out what parts people play in "The Comedy Club." Look at the illustrations. What are the people doing?



Read pages 21 and 22 aloud.

What is the announcer's job? Did you like the first skit? Why?

What's coming next? What is a sponsor? What do you think the commercial will say?

Read pages 23 and 24 aloud.

Did the commercial sound like a real one? Why or why not?

What did you think of the skit? Did you like the joke? What was funny about it?

Read pages 25 and 26 aloud.

Did this commercial sound real? Why or why not?

What was the announcer's final job? Why was that part important?

Read "The Comedy Club" silently to yourself.

Have the student read the pages indicated and then answer the questions orally.

A sponsor is a business or organization that pays the cost of a TV or radio program and uses it as a chance to advertise. A commercial is an advertisement on radio or TV.



Discuss the script with the student. Have him or her answer the questions orally.

Have the student answer the questions orally. The student may choose to respond to one or more of them in his or her journal.

## Discussing the Script

Which skit do you think was the funniest? Why? Is “The Comedy Club” like any show you’ve seen on television? How? What television shows do you think are funny? Which are your favourite commercials on television? Why?

## Journal Time

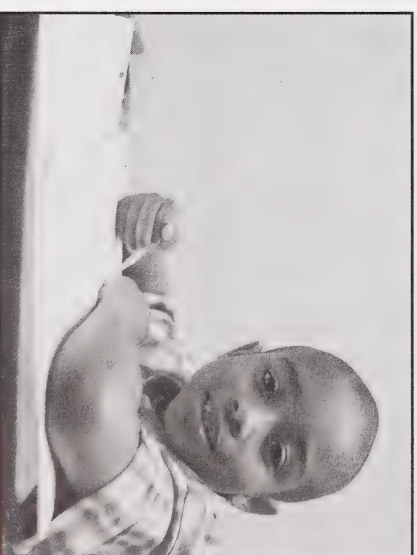


Take out your journal. Turn to the Reading Response section.

Which skit was your favourite in the script “The Comedy Club”? Why? Which commercial did you like best? Why? Would you watch “The Comedy Club” if it was on television? Why or why not?

Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to write today’s date at the top of the page.





## New Words

These words are from the script "The Comedy Club." Read them aloud.

comedy

club

strong

soap

Remember, if you have a hard time saying or remembering a word, use the strategies from the **Learning New Words** chart.

Print the new words in alphabetical order.

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Listen to each word as the student says it aloud. Correct the student if needed.

Check that the words are listed alphabetically.

Check the answers with the student: **strong**; **cl**; any word with the consonant blend **cl**, such as **claw**, **close**, **clay**, **clear**, **cling**; **come**, **me**; **oa**; any word with the vowel pair **oa**, such as **boat**, **coat**, **float**, **goat**, **load**, **toad**.

Print the answers to the following on the lines.

This is an antonym for **weak**. \_\_\_\_\_

What is the consonant blend in **club**? \_\_\_\_\_

Print two words that have this consonant blend.

\_\_\_\_\_

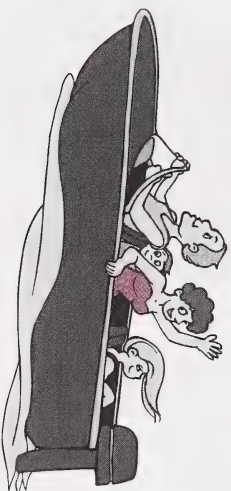
What two little words are in **comedy**? \_\_\_\_\_,

\_\_\_\_\_

What is the vowel pair in **soap**? \_\_\_\_\_

Print two words that have this vowel pair.

\_\_\_\_\_







Take out four white index cards.

Print the four new words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the four new words in your writing dictionary.



Complete Day 13: Assignment 5 in your Assignment Booklet.



If there are any other words from the script “The Comedy Club” that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Look up *humorous* in the dictionary and read the definition aloud. Explain that *humorous* is a synonym or another word for *funny*. Guide the student to say that the line “Skip it!” is humorous because it has a double meaning. The punch line in the skit on page 24 is “So is the fly!” Discuss why that line is funny.

Guide the student’s search for humorous parts with these questions: What makes the characters funny? (what they say, their names, their actions) What makes the illustrations funny? (expressions, costumes, props).

## What’s So Funny?

Read the skit on page 22 aloud. What part of the skit is **humorous**? Why?

The last line of the skit, “Skip it!,” makes the skit funny. It’s called the **punch line**. Find the punch line to the skit on page 24. Why is that line funny?

Find other humorous parts in “The Comedy Club.” Why are they funny?



Take out unlined paper.

There are many humorous parts in the script “The Comedy Club.” Choose one part and illustrate it. On the page, write the line or lines you are illustrating from the script.



You will send your work to the teacher on Day 18.



# Music and Movement



It's time to move and have some fun.

You have read some funny things today. Now it's time to learn a funny song! Listen to the song "Down by the Bay."

Did you like the song? Circle **yes** or **no**. Why was it funny? You're going to learn to move and sing to it. Listen as your home instructor reads the words to the song. Repeat them as you hear them.

As you listen to the song, do the movements you just created.

Warm up your voice and then sing along to the song as you do the movements.

Take turns with your home instructor in leading the movements. Smile as you sing and move!



Play "Down by the Bay" from *Music and Movement in the Classroom* CD #1. Talk about the song with the student.

Turn to page 53 in the *Music and Movement in the Classroom* booklet.

Read each line of verse 1 and have the student echo in response. Read the words to the entire song one phrase at a time and help the student create movements that show the actions described.

Lead the student in performing the movements with the song.

Remind the student to do the vocal warm-up exercises.

Practise doing the movements while singing along with the recording.

Let the student have a turn leading the movements. As an extension activity, the student may write new lyrics and sing and dramatize them with the instrumental recording "Down by the Bay #2."

Refer to the Home Instructor's Guide for more information about this activity.

Both you and the student read silently for ten minutes.

Review vowel pairs: Two vowels come together to make one long vowel sound—the first vowel stands for the long sound and the second vowel is silent. You can hear the long *e* sound in *feet* and *team*.



## Enrichment (optional)

If you have time, you may want to do an extra activity.

### Break for lunch.



### Silent Reading

Enjoy your reading time.

### Fun with Phonics

These words are from the script "The Comedy Club." Read them aloud.

hear    cheers    Peep  
read    sheep

What vowel pairs do you see in these words?





You're going to write other words with the vowel pairs **ee** and **ea**. Your home instructor will say some sentences. Print the sentences on the lines. Circle in pink the words with the vowel pair **ee**. Circle in green the words with the vowel pair **ea**.

1. \_\_\_\_\_
- \_\_\_\_\_
2. \_\_\_\_\_
- \_\_\_\_\_
3. \_\_\_\_\_
- \_\_\_\_\_
4. \_\_\_\_\_
- \_\_\_\_\_



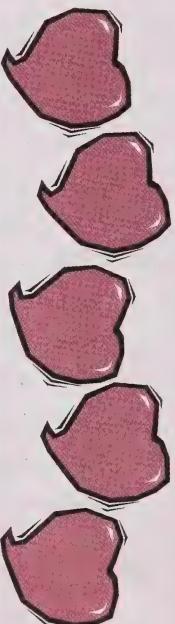
Refer to the Home Instructor's Guide for the dictation sentences.

Check the spelling, punctuation, and circled words with the student.

## Energetic Earthworms

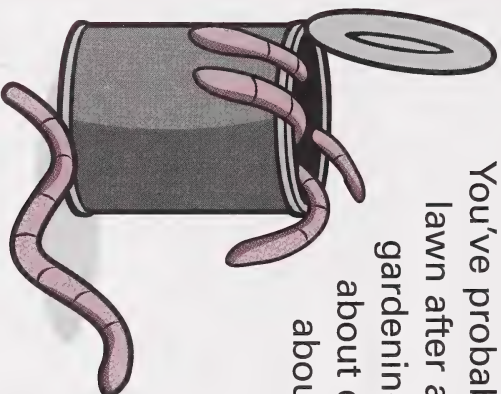
### Did You Know?

An earthworm has five hearts!



Have the student share what he or she knows about earthworms and would like to find out about them.

You've probably seen earthworms on the sidewalk or lawn after a rain. Maybe you've dug one up while gardening or playing in the soil. What do you know about earthworms? What do you want to find out about them? Record your thoughts in the chart.





What I Know About Earthworms	What I Want to Learn About Earthworms

Make a home for earthworms so you can observe them closely.

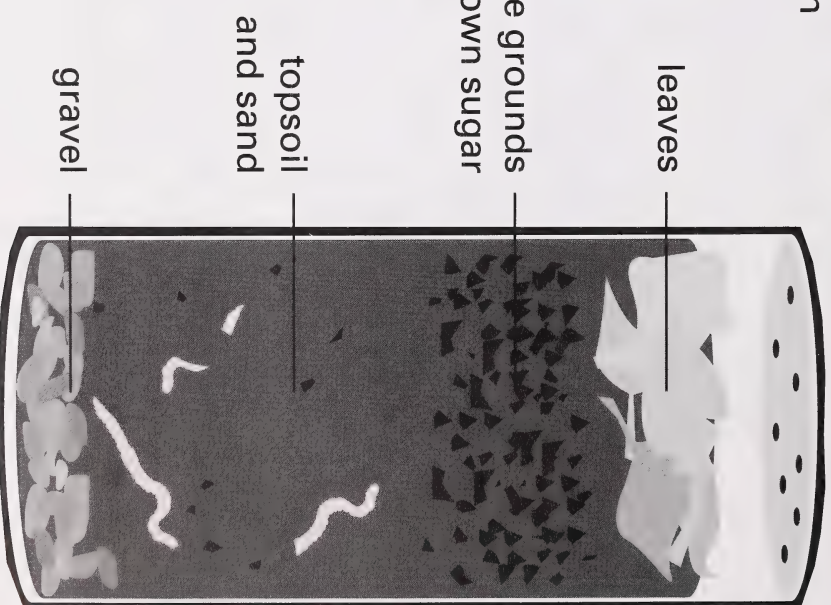
This is what you need:

- jar
- sand or gravel
- black construction paper
- coffee grounds
- brown sugar
- water
- soil
- leaves

Refer to the Home Instructor's Guide for information about the home for earthworms.

This is what to do:

1. Punch a few holes in the lid of the jar so the worms can breathe.
2. Put a layer of coarse sand or gravel on the bottom of a jar (to collect any extra water).
3. Fill the jar with a mixture of soil and sand.
4. Moisten the soil and sand a little with water. Don't make it too wet.
5. Put layers of coffee grounds and brown sugar on the top of the soil (for the worms to eat).
6. Place a layer of leaves on top of the food.
7. Wrap black construction paper around the jar to keep it dark. Keep the jar out of the sun (worms like a dark, moist place).
8. Go outside and dig up some earthworms. Gently place them in the jar and put on the lid. Carry one worm into your home in your hand. You will put it in the jar later.





Today and for the next few days, watch the earthworms work.



Take out your magnifying glass.

Place the earthworm you brought in with you on a damp paper towel. Take a close look at the worm with the magnifying glass. What do you see?

Put the worm in your hand. How does it feel? What can you feel on its body? How do you think these help the earthworm? Try to measure the worm. Is that easy to do?



Take the student outside with the jar to dig up the earthworms. Be very careful digging them up and transferring them into the jar. Keep one of the worms out of the jar for the student to observe. If the worms cannot be dug up locally, they may be purchased from a nature store.

If it is not possible to observe a live earthworm, provide the student with the earthworm illustration from the Appendix. Tell the student that the *clitellum*, or saddle, shows that the worm is an adult and can lay eggs. Ask the following questions: What is unusual about this small animal? How many body parts does it have? How does it move? Does it have feet? Does it have eyes, ears, nose, a mouth? What shape is it? Can you tell which end is the head and which is the tail? How? How does its shape help it move through the ground?

Guide the student to say that the earthworm has bristles on the side of its body. These protect it against enemies and help it move through the soil.

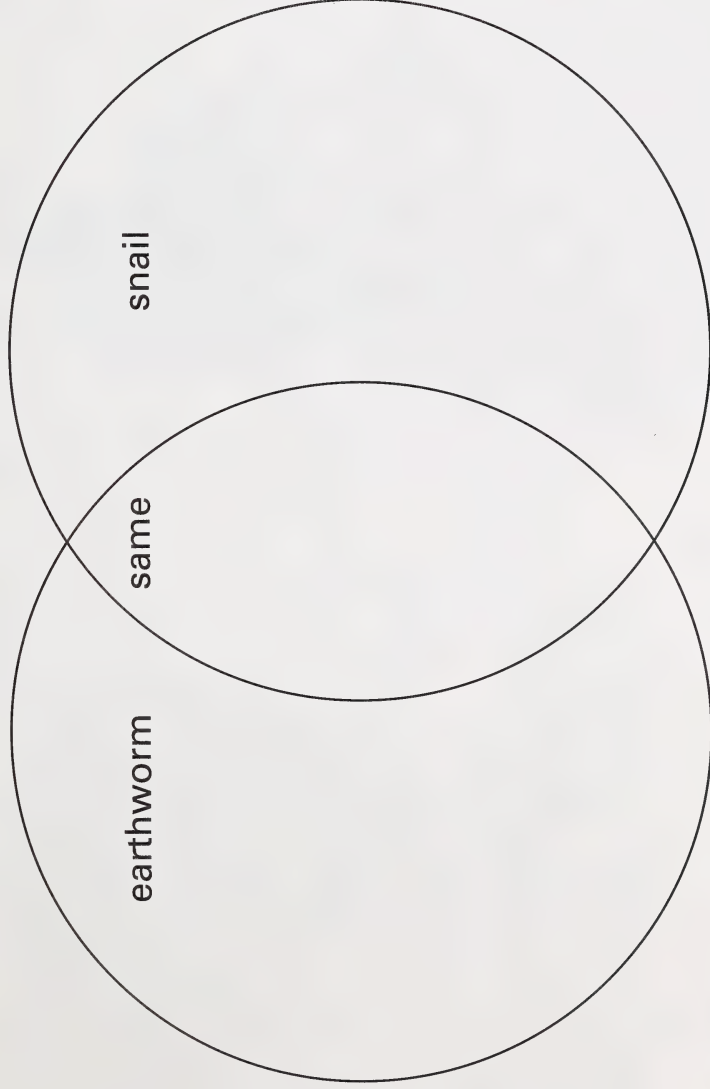


In the box, draw and colour the earthworm. Put in as many details as you can. Label parts of the earthworm. Then, place the earthworm into the jar.



Brainstorm information that can go in the Venn diagram. Have the student record what he or she knows about earthworms and snails in it. Refer to the Home Instructor's Guide for a sample Venn diagram.

Record what you observed about the earthworm in the Venn diagram. Compare it to a snail.



Complete Day 13: Assignment 6 in your Assignment Booklet.

## Looking Back

What are some things that you find humorous?

Do you like to tell jokes? Why?

Do you like to hear jokes? Why?

Are you enjoying learning about small animals? Why or why not? What do you like about it? What don't you like about it?

Which small animal do you like? Why?

What did you like best about today?

## Story Time

Relax and enjoy the story!



Turn to Assignment Booklet 8B and complete Day 13: Learning Log. Have the student include his or her comments.



## Sharing Time

Choose something you did today that you would like to share with a friend or family member. You could choose one of the following:

- Sing the song "Down by the Bay" with your family. Show the movements you created for it.
- Read pages 21, 22, and 23 of "The Comedy Club."
- Read the jokes from the "Lots of Laughs" activity.
- Show the illustration you drew of a humorous part of "The Comedy Club."
- Show your earthworm home.



## Day 14: Nature's Little Farmers

You're going to find out why earthworms are called "nature's little farmers." You will take a closer look at commercials today. And you're going to have fun with other activities.





## Calendar Time

Follow the daily procedure.



Work on Module 8: Day 14.

## Journal Time

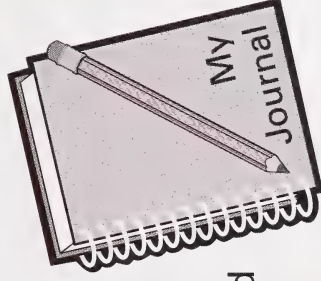


Take out your journal. Turn to the **Personal Writing** section.

Take a few minutes to think about what you would like to write about. You might want to write about your friends, your family, an event, or your thoughts and feelings about something.

Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.



Assist the student with selecting a topic as needed.

## Crazy Commercials



Take out the book *Just Watch Me!*

Turn to the selection "The Comedy Club." Read it aloud.

Review that commercials are advertisements on radio or television.

The two commercials for "Scrubby Soap" and "Crunchy Munchy" cereal are on pages 23 and 25. Have the student answer the questions orally. Guide the student to conclude that they are saying the product (soap or cereal) is the best, works in amazing ways, and will help the buyer. The product names are said repeatedly so the buyer remembers the name. Discuss the purpose of commercials and how they exaggerate to sell something.

Find the two **commercials** in the script

"The Comedy Club." What products are they selling? What is the message each one is sending? How many times are the names "Scrubby Soap" and "Crunchy Munchy"

said? Why do you think the names are said so often? What do commercials try to make you do? Do you think commercials always give correct information? Circle **Yes** or **No**. Why or why not?



**Yes** or

**No**.



Turn to the “Crunchy Munchy” commercial on page 25. What does it say that you can believe? What does it say that you find hard to believe? Write your comments in the chart.

I can believe . . .	It's hard to believe . . .

What are things that could be included in the commercial about the cereal that you would believe?

When you listen to or watch commercials, think carefully about what you hear and see. Many commercials say things just to get you to buy something. Ask yourself the questions on the next page when you are watching a commercial.

See the Home Instructor's Guide for an example of how to fill in the chart.

Brainstorm comments that are believable, such as for a food product the ingredients, that it has added vitamins, gives you energy, and is low in fat.

Buy Buy Buy

## Questions to Ask When Watching a Commercial

Does the commercial use words like **all**, **every**, **always**, or **never**?

Does the product sound **too good**?

Does what the commercial says **make sense**?



Does it make promises that are **hard to believe**?

Be a smart viewer. Always ask yourself these questions whenever you see or watch a commercial.

Think of some commercials you have seen on television or heard on the radio. Are they believable? Why or why not?

## Writing a Commercial

Do you think you could write a commercial?

Circle  **Yes** or  **No**. First, think of a product you would like to write about.

With the student, recall some commercials. Ask the questions in the box. Discuss whether the commercials are believable or not. Introduce the term *false advertising* and discuss what it means.

Brainstorm a list of products the student could write a commercial for. These could include something the student likes or is interested in, such as running shoes, a food product, clothing, a particular store, and so on.



When you write the commercial, keep these things in mind:

- Give the product an original name and say the name of the product several times.
- Tell why people should buy the product right away.
- Make the product sound really good—tell how fantastic it is.
- Tell how the product will really help the buyer.
- Tell why it is the best.



Take out lined paper.

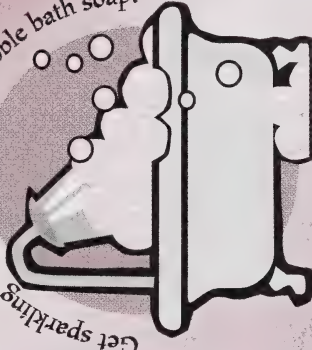
Write a first draft of the commercial. Check the list of things to keep in mind. Does your commercial include all the points listed? Revise, edit, proofread, and write a final draft of your commercial.

Draw a picture of the product you are selling.



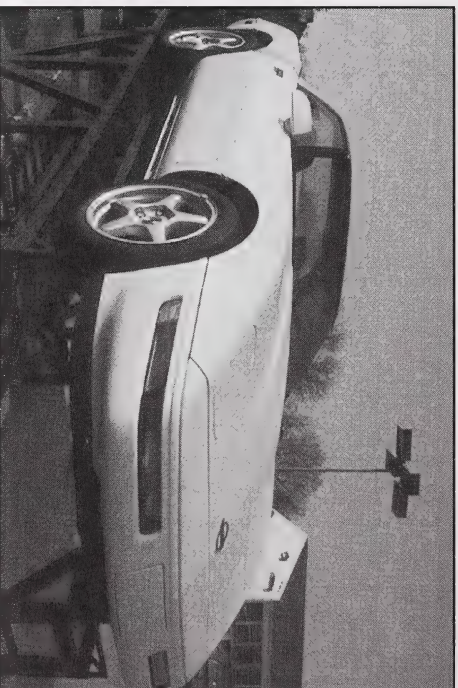
You will send your work to the teacher on Day 18.

Get sparkling clean with Snuggle-Bubble bath soap!



Help the student write the first draft of the commercial along the lines of the ones in the script “The Comedy Club.” Then have the student revise it and write the final draft.

## Daniel's Writing



After the student reads the text aloud, discuss it. Have the student answer the questions orally. Explain that an *advertisement* is a commercial in print. And, just like a commercial, it's trying to sell a product.

Refer to the Home Instructor's Guide for more information about this activity.



Turn to the inside back cover of *Just Watch Me! Read "Daniel's Writing"* aloud. Who wrote "Daniel's Writing?" What grade is he in? What are the features of the car he is trying to sell? Which feature do you like best? Which feature makes driving dangerous? What punctuation mark does Daniel like to use? Why do you think he uses it so much? Do you think this sounds like a real **advertisement**? Why or why not?



## Enrichment (optional)

If you have time, you may want to do an extra activity.



## Break for lunch.



### Silent Reading

Enjoy your reading time.

### Words I Use Often

Look at the two words on the coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

### Fun with Phonics

These words are from the script "The Comedy Club." Read them aloud.

toe      tried

What are the vowel pairs in these two words?

**Module 8B: Creep, Crawl, Flit, or Fly**

Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for more information about this activity.

Review vowel pairs: Two vowels come together to make one long vowel sound—the first vowel stands for the long sound and the second vowel is silent. You can hear the long *i* sound in *tie* and the long *o* sound in *Joe*.



Refer to the Home Instructor's Guide for the dictation sentences.



Check the spelling, punctuation, and circled words with the student.

You're going to write other words with the vowel pairs **oe** and **ie**. Your home instructor will say some sentences. Print the sentences on the lines. Circle in blue the words with the vowel pair **oe**. Circle in red the words with the vowel pair **ie**.

1.

2.



3.

4.

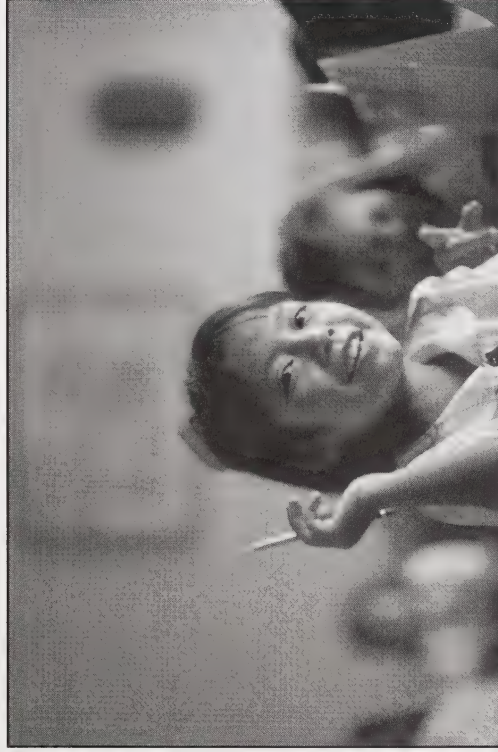


## The Hardworking Earthworm

Have you been observing your earthworms?

Circle  **Yes** or  **No**. What have you observed?

Listen as your home instructor reads the article “Earthworms.” If you can, read it yourself.



Have the student answer the questions orally and talk about his or her earthworm observations.

Read the following article to your student. Then discuss the article “Earthworms” with the student. Define the bolded words. Review the terms *decomposers*, *predators*, and *camouflage*. Discuss the earthworms’ role in the food chain: They eat decayed or rotted plants and other organic material (dead insects and animal matter), and insects and other animals eat them. Review the information by having the student answer the questions orally.

## Earthworms

Earthworms are long, legless animals that live in moist soil. They are found almost everywhere. They make tunnels in the soil and live in them.

Earthworms have no eyes, ears, or lungs. There is a mouth at one end where food is sucked in. Earthworms breathe when air that is in the soil goes through their thin skins. The slime on earthworms keeps them moist, helps them breathe, and helps them travel. If they dry out, freeze, or get too much sunlight, they will die. In the cold winter, earthworms spend their time underground below the frost line.

When it rains, earthworms come to the surface, and we can see them on the pavement. Maybe they come up for air so they won't drown. There may be another reason. Many scientists think the earthworms come up because they can move around safely when the ground and air are damp. Or they may be looking for mates.

Earthworms have long and round muscles that help them squeeze their bodies forwards and backwards. Because they have no bones, they can move their bodies in any direction. Earthworms have little bristles on the side of their bodies that stick into the soil to keep them from slipping. They have rings around their bodies called **segments**. If a few segments are lost, new ones will grow.

continued . . .



Earthworms lay eggs in a cocoon of slime in the soil. Tiny baby worms hatch three weeks to five months later. Earthworms can live four to ten years.



egg-filled cocoon



adult



young

The earthworm is a very hard-working animal. Earthworms tunnel through soil all the time. When they tunnel, they mix the soil. Tunnelling lets more air in, which helps plants. The tunnels also let water move through the soil. Earthworms are super **decomposers**. They love to eat rotten plant and animal material.

Earthworms act like **fertilizers** too—they make and spread a mixture that is good for the soil. When they eat, earthworms leave behind **castings** or little clumps of soil that hold many nutrients or substances that are needed by plants to be healthy and grow. Some people do not like to see castings on their lawns. Many people use earthworms to compost old and leftover food. That way, the food is put back into the environment in a good way. No wonder earthworms are called “nature’s little farmers!”

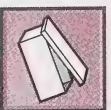
continued . . .

Earthworms' **predators** include birds, frogs, moles, centipedes, and people. Some earthworms' colour helps **camouflage** them from their enemies. Earthworms stay underground in their burrows so their enemies won't see them.

What do earthworms eat? How do they keep moist? How do they move around? Who are their predators? How are earthworms helpful to people and the environment? Are earthworms insects? Circle **Yes** or **No**. Why or why not? How do earthworms hide from their enemies?

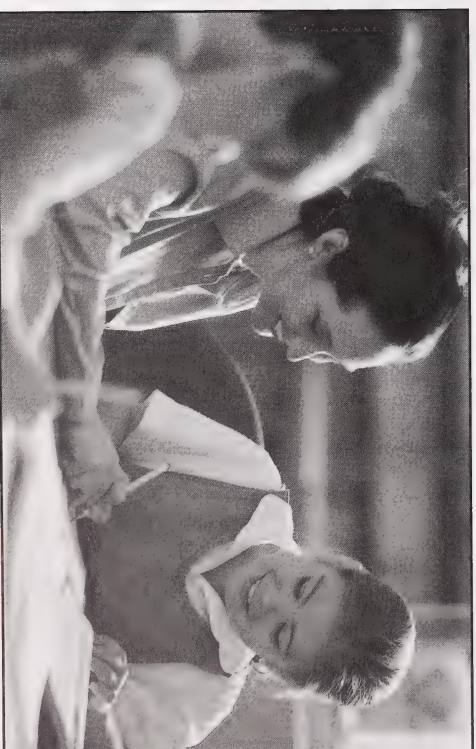


Complete Day 14: Assignment 7 in your Assignment Booklet.



Take out your magnifying glass.

Compare an earthworm to a bee. Record your observations in the chart.





After the student fills in the chart comparing two animals using the illustrations from the Appendix, check the information with him or her. See the Home Instructor's Guide for a sample chart.

Features of the Animal	Earthworm	Bee
How many body parts?		
How many legs?		
How many eyes?		
What is the colour of the animal?		
Which one is an insect?		



Do you want to learn more about earthworms? There are lots of good books about earthworms in the library. You'll also find many websites about earthworms. Here are three good ones:

- <http://yucky.kids.discovery.com/flash/worm/index.html>
- <http://www.framingham.k12.ma.us/mccarthy/worms.htm>
- <http://www.sci.mus.mn.us/sln/tf/w/worms/worms/worms.html>

Encourage the student to discover more about earthworms.

### Did You Know?

The longest earthworm ever found was in South Africa. It was almost seven metres long!



## Looking Back

What did you think of the commercial you wrote this morning? Why?

How did you choose the product you wanted to sell?

Did you edit, revise, and proofread your work?

Would you buy the product if you heard the commercial you wrote? Why or why not?

Is it easy or difficult for you to know the difference between a believable and unbelievable statement? Why?

Turn to Assignment Booklet 8B and complete Day 14: Learning Log. Have the student include his or her comments.



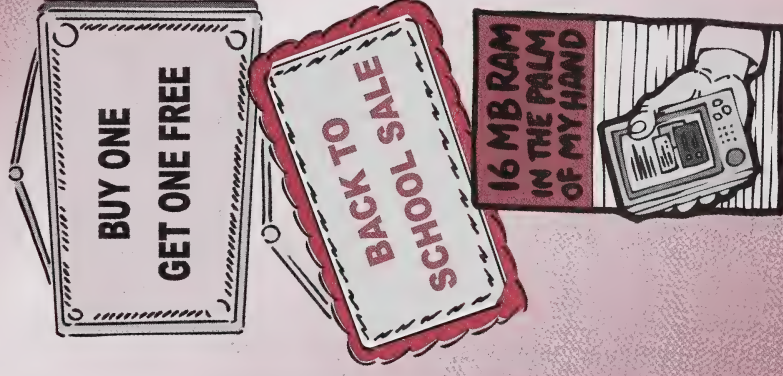
## Story Time

Relax and enjoy the story!

## Sharing Time

Choose something you did today that you would like to share with a friend or family member. You could choose one of the following:

- Read pages 24, 25, and 26 of "The Comedy Club."
- Read the commercial you wrote and show the illustration of the product. Ask if anyone would buy the product because of what you said in the commercial.
- Tell what you learned about earthworms today. Read the article "Earthworms."



## Day 15: A Larger Animal

You've been learning about small animals throughout this module. Today you will read about a bigger animal. You might even have one!





## Calendar Time

Follow the daily procedure.

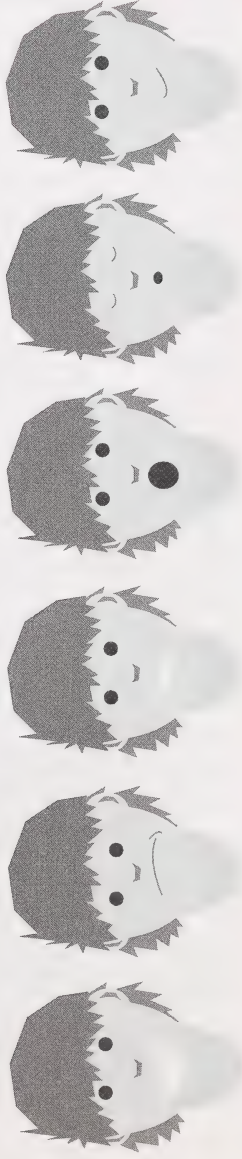


Work on Module 8: Day 15.

## Music and Movement

How would you feel if someone asked you to be in a commercial? Excited? Happy? Nervous? Show how that feeling looks.

You're going to learn a song called "Show Me What You Feel." Find page 44 in the *Music and Movement in the Classroom* booklet. Read the words to the song aloud.



Locate the song "Show Me What You Feel" on *Music and Movement in the Classroom* CD #2. Have the student read along silently as you play the song.

Discuss the student's impression of the song. Guide the student to say that the tempo is slow.

Read each section of the song and help the student make up movements showing the feelings named. Play the song and have the student lead the movements created for the song.

Refer to the Home Instructor's Guide for more information.

Discuss the questions with the student.



**Now listen to the song and read along silently.**

Did you like this song? Why or why not? What is the tempo of the song?

Read each section of the song. As you do that, think of movements that will go with the feelings. After you've done that, do the movements as you listen to the song.



### Enrichment (optional)

If you have time, you may want to do an extra activity.

### A Star Is Born

Have you ever seen animals in television commercials? Tell about a recent commercial you have seen that uses at least one animal actor. Why do you think an animal might be used to help sell a product?



Look at the title and pictures of the selection that begins below. Tell your home instructor what you think will happen in the story.

Read the story aloud.

## A Job for Sanko

Sanko lives on a farm. He is a border collie. Lisa, his owner, spends a lot of time with Sanko. He has learned to obey many commands. He can come when he is called, sit, stay in one spot, and lay down. He can fetch a ball and catch a Frisbee in the air.



Sanko is a great pet, but he is also a working dog. When it is time to round up the cows or sheep, he knows how to circle around them and move them to a different area.

continued . . .

Sanko helps take care of the animals on the farm. He guards the calves from coyotes and wolves. As he walks around the herd, the calves make friends with him.



Sanko enjoys helping with the chores too. When Lisa feeds the calves, he keeps them away from the troughs until she can pour in the grain. Sometimes, he even helps carry small pails of grain!

Sanko likes to pull and tug on things. When Lisa leads her horse, Sanko grabs the halter rope and tries to help. Sometimes, when Lisa takes the strings off the hay bales, Sanko helps pull them. He helps pull a toboggan too.

*continued . . .*



One day, Lisa saw an advertisement in a newspaper. An advertising agency was looking for animal actors for some commercials that were going to be shot nearby. Lisa thought, "Sanko learns new things very quickly. He can obey a lot of commands. I'm sure he would be a great animal actor."

Lisa wrote to the address in the newspaper advertisement. The people at the animal acting agency sent out a form. Lisa wrote down all the things that Sanko could do. She sent some photographs too.

After a few days, the animal agency called. They said that Sanko would be perfect for the commercial they were filming.



On the day of the **shoot**, Lisa took Sanko to a **studio**. The **cameraman**, actors, and the director were there. The **director** explained the two **scenes** that Sanko would do.

In the first scene, Sanko had to drag a bag of dog food to a special spot. Lisa showed Sanko how to grab the bag and pull it along the ground. Since he loved to pull and tug on things, it wasn't long before he caught on.

continued . . .

Next he had to learn to pull the bag to the correct spot. Lisa stood out of sight of the cameras and called Sanko. He pulled the bag toward her. When he reached the right spot, Lisa said, "Down!"

After a few tries, Sanko got it just right. He pulled it to the correct spot and then lay down beside the bag and looked at it sadly. He seemed to be thinking, "I wish I could have some of that food!"

The director played back the film. It looked great. Everyone laughed and clapped. The director said, "I think we have a new animal star. Sanko is a great actor."

In the next scene, Sanko had to pick up his dish and put it next to the bag of dog food. He did it perfectly the first time. Everyone clapped again. He really was a star!

When they got home, Lisa gave Sanko a special treat and a big hug.

Before long, Sanko fell sound asleep. It had been a very busy day. Lisa watched as he twitched in his sleep. Maybe he was dreaming about being an actor in another commercial. Or maybe he was just dreaming about that bag of delicious dog food!





## Talk About the Story

What product do you think Sanko's commercial was advertising?

Do you think Sanko was a good choice for the commercial? Why?

The story includes some words that are used by filmmakers. Read each word below and explain what the word means in the story.

shoot      studio      cameraman      director      scene

Do you think this story could be true? Explain why.

Read the story one more time. This time read it silently.



Ask the student to read each question and answer orally.

If necessary, explain the meaning of the words in the context of the story.

A *shoot* is a session of filming or taking pictures. A *studio* is a place where filming happens. A *cameraman* is the person who operates the camera. The *director* is the person who supervises the filming. A *scene* in this case is a particular incident or event.

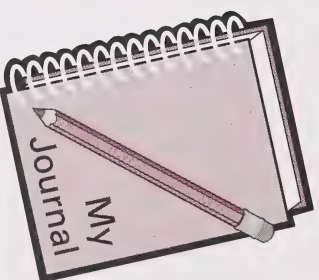
## Journal Time



Take out your journal. Turn to the Reading Response section.

Discuss the questions orally. Then have the student choose one or more of them to write about in his or her journal.

Did you enjoy the story "A Job for Sanko"? Why or why not? What was your favourite part of the selection? Why? What was your favourite photograph? Why? How would you feel if you were Lisa? Would you like to have a smart dog like Sanko? Would you put your dog in a television commercial? Why or why not?



Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.



## New Words

These words are from the selection "A Job for Sanko." Read them to your home instructor.

star

fetch

obey

actor

Remember, if you have a hard time saying or remembering a word, use the strategies from the **Learning New Words** chart.

Print the new words in alphabetical order.

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---

---

---



Check that the words are listed alphabetically.

Check the answers with the student: *fetch*; *obey*; *ar*, any three words with the vowel sound *ar*, such as *car*, *far*, *jar*, *scarf*, *barn*, *hard*, *start*; *act* and *or*.

If there are any other words from the selection "A Job for Sanko" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.



Print the answers to the following on the lines.

This means "to go and bring back." \_\_\_\_\_

You must train a dog to do this. \_\_\_\_\_

The controlled vowel sound in **star** is \_\_\_\_\_.

Print three words with the vowel sound **ar**. \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_

What are the two syllables in **actor**? \_\_\_\_\_

\_\_\_\_\_



Take out four **white** index cards.

Print the four new words on the index cards. Put the cards on your Word Wall.





Take out your *Collections Writing Dictionary*.

Print the four new words in your writing dictionary.



Complete Day 15: Assignment 8 in your Assignment Booklet.

**Break for lunch.**



**Silent Reading**

Enjoy your reading time.



Both you and the student read silently for ten minutes.

## Fun with Phonics

These words are from the selections “A Job for Sanko” and “The Comedy Club.” Read them aloud.

yellow soap show owner

You’re going to write other words with the vowel pair **oa** and the digraph **ow**. Your home instructor will say some sentences. Print the sentences on the lines. Circle in purple the words with the vowel pair **oa**. Circle in orange the words with the digraph **ow**.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Review vowel pairs: Two vowels come together to make one long vowel sound—the first vowel stands for the long sound and the second vowel is silent. A digraph is two letters that together stand for one sound. You can hear the long o sound in *boat* and the long o sound in *blow*.

Refer to the Home Instructor’s Guide for the dictation sentences.

Check the spelling, punctuation, and circled words with the student.



## A Letter to an Animal Acting Agency



Do you have a pet that is as talented as Sanko?

Circle **Yes** or **No**. If you don't, imagine you do. Pretend you want to put your pet into a television commercial. Lisa answered an advertisement for an animal acting agency in a newspaper. Today you will write a letter to Margaret Chou at the Canadian Pets Acting Agency to tell what your real or pretend pet can do.

Read the letter from Rita Cardinal to Margaret Chou aloud.

Rita Cardinal  
Box 401

High Level, AB T0H 1Z0

May 3, 20\_\_

Margaret Chou  
Canadian Pets Acting Agency  
1331 Jasper Ave.  
Edmonton, AB T6B 3Y7

Dear Ms. Chou:

I would like to tell you about my dog Prince. He is a special dog, and I think he would be great in a television commercial. Prince is a golden cocker spaniel.

Prince can balance a ball on his nose. He can also chase Frisbees and catch them high in the air. Prince always listens to me and is a good dog.

Please call or write to let me know if you would like to see Prince. My phone number is 926-1234. Thank you for your time.

Yours truly,

*Rita Cardinal*

Rita Cardinal





Is this a good letter? Circle **Yes** or **No**. Why or why not?  
 What are some things that are included in a letter?



**Take out lined paper.**

When you write your letter, follow the example letter. For the message use the following steps:

- In the first paragraph, tell why you are writing (you want to tell the people about your pet).
- In the second paragraph, tell what your pet can do.
- In the third paragraph, give your phone number and tell Ms. Chou you would like to hear back from her. Thank her for her time.

Follow the steps of the writing process as you write your letter.

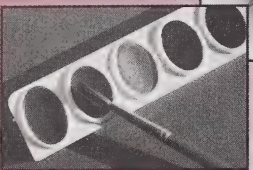
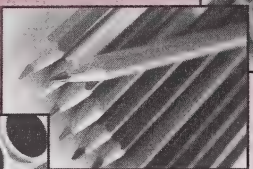


**You will send your work to the teacher on Day 18.**

Discuss why the letter is good:  
 The writer lets the person know exactly why she is writing. Rita conveys her message by being brief and to the point. Review the features of a letter: sender's address, date, address of person being written to (when it is a business letter), greeting, message, closing, signature, letter writer's name (in a business letter). Talk about the purpose of each feature.

Help the student write the letter using the writing process, from pre-writing to publishing. The student may need help setting up and writing his or her address, the date, and the address of the person he or she is writing to. Your student could produce the final copy of the letter using a word-processing program on a computer.

With the student, brainstorm products the student likes to use. Choose one the student can make an interesting poster for. Assist the student with giving the product a new and original name. Help the student think of ideas for the design.



## A Favourite Product

You've been reading about commercials for the last few days. Is there a product that you like to use? Circle **Yes** or **No**. What is it? Why do you use it? Why do you use that product and not another one?

Make a poster advertising the product. Think how it could be advertised. Give the product a new and original name. What would be a good way of showing how special the product is?



Take out poster paper.



Take out paints, paintbrushes, felts, crayons.

First, plan the poster. Make a few sketches on paper. Once you are happy with the design, pencil it on the poster paper. Then use your felts, crayons, and paints to make it colourful and eye-catching. You want it to stand out.

Display your poster where others can see it. You may choose to send your poster to your teacher on Day 18.



## Looking Back

What was your favourite part of the day? What could have gone better?

What did you like about the song this morning? Did you enjoy creating movements to show feelings? Why or why not?

Did you write a good letter? What was good about it?

Were you happy with the way your poster turned out? How could it be better next time?

## Story Time

Relax and enjoy the story!

**Module 8B: Creep, Crawl, Flit, or Fly**



Turn to Assignment Booklet 8B and complete Day 15: Learning Log. Have the student include his or her comments.

## Sharing Time

Choose something you did today that you would like to share with a friend or family member. You could choose one of the following:

- Sing the song “Show Me What You Feel” and do the movements together.
- Read your favourite parts of “A Job for Sanko.”
- Read the letter you wrote to Margaret Chou.
- Show the poster you made. Talk about the product you like to use.

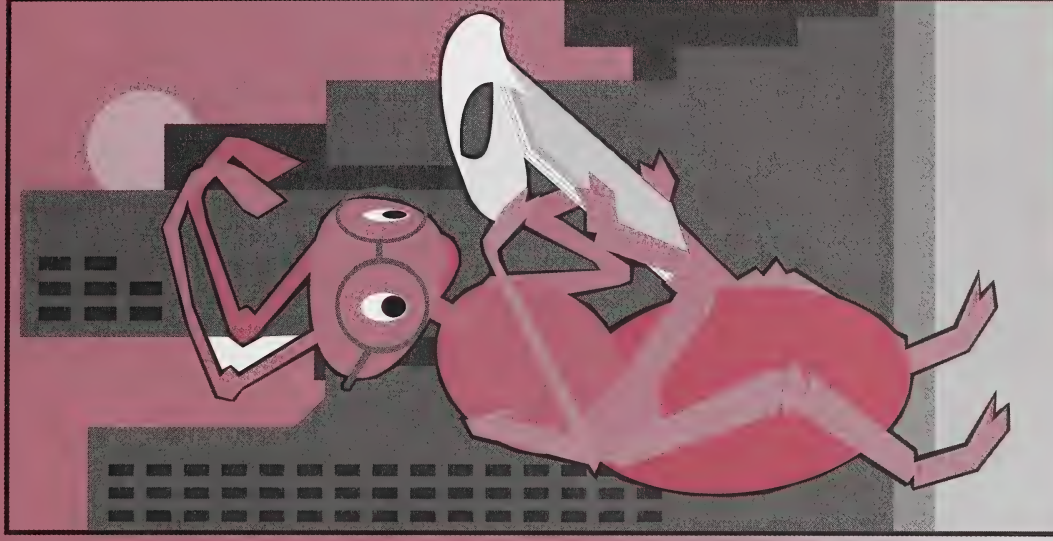




## Day 16: A Bug's Story

In this module you've learned a lot about small crawling and flying animals. Today you get to be one!

You're also going to read about a very interesting woman.



## Calendar Time

Follow the daily procedure.



Work on Module 8: Day 16.

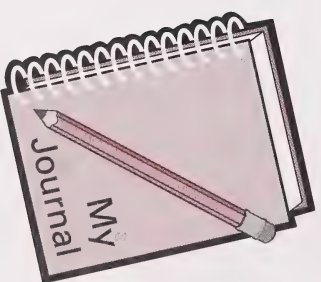
## Journal Time



Take out your journal. Turn to the **Personal Writing** section.

Take a few minutes to think about what you would like to write about. You might want to write about your friends, your family, an event, or your thoughts and feelings about something.

Use your *Collections Writing Dictionary* if you need help spelling a word.



Remember to print today's date at the top of the page.

Assist the student with selecting a topic as needed.



## Talk About an Author

Have you ever heard of the author and illustrator Barbara Reid?

Circle **Yes** or **No**. Have you ever read any of her books?

Circle **Yes** or **No**. If you have, what do you like about her books?

books?

These are some of Barbara Reid's books:

- *Have You Seen Birds?* • *The New Baby Calf*
- *Sing a Song of Mother Goose* • *Two by Two*
- *Effie* • *The Party*



Take out some modelling clay.

Barbara Reid likes to use modelling clay for the illustrations in her books. Play with some modelling clay. What do you notice about it? Make something with a piece of modelling clay.



If the student is familiar with Barbara Reid books, talk about them. If not, try to have one or more of her books available for the student to look at. See the Resources listed for Day 16 in the Home Instructor's Guide.

Guide the student to discuss the following about modelling clay: the smell; the colours; how it can be stretched, rolled, flattened, broken into pieces; how it gets softer and easier to work with as your hands warm it.

Have the student answer orally.  
Guide the student to say that it is an interview.

Have the student print the answer on the line.

The photographer is *Ian Cryslar*.

Have the student turn to the selection and look through the pictures. Have the student answer the questions orally.



Take out the book *Just Watch Me!*

Turn to the Contents page and find the selection "A Visit with Barbara Reid." Read the title aloud. What kind of text is it? What would you like to find out about Barbara Reid? Maybe your questions will be answered in the interview.

Who is the photographer?

Look at the picture on page 27. Who is interviewing Barbara? Why do you think the girl is videotaping the interview? Where do you think the interview is taking place? Read page 27 aloud.

Look at the pictures on pages 28 and 29. What do you see in the studio? Why do you think Barbara needs such big countertops? What is she doing with the modelling clay? Read pages 28 and 29 aloud.



Look at the pictures on page 30 and 31. What is Barbara doing in the round picture? What might she be showing the interviewer, Caitlin? What is Barbara doing on page 31? Read pages 30 and 31 aloud.

Look at the top picture on page 32. What is Barbara doing to the picture? Why is she smiling? What are Barbara and Caitlin doing? Read page 32 aloud.

Read the interview silently to yourself.

### **Talk About the Interview**

Were any of your questions answered in the text? Which ones? What did you learn about the author and illustrator Barbara Reid? Describe her studio.

What did you learn about working with modelling clay? Did anything surprise you? What was it? Would you like to do Barbara's work? Why or why not?



## New Words

These words are from "A Visit with Barbara Reid." Read them to your home instructor.

more

store

author

smooth

Remember, if you have a hard time saying or remembering a word, use the strategies from the **Learning New Words** chart.

Print the new words in alphabetical order.

Check that the words are listed alphabetically.





Print the answers to the following on the lines.

Which two words rhyme? \_\_\_\_\_,

\_\_\_\_\_

This person likes to write. \_\_\_\_\_

The vowel digraph in **smooth** is \_\_\_\_\_.

Print four words that have the vowel digraph **oo** in them.

\_\_\_\_\_

\_\_\_\_\_

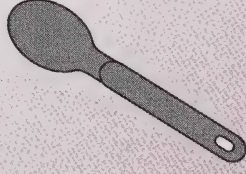
An antonym for **less** is \_\_\_\_\_.



Take out four white index cards.

Print the four new words on the index cards. Put the cards on your Word Wall.

Check the answers with the student: *more, store; author, oo*; any two words that contain *oo* (look, too, took, book, good, food, spoon, moon); *more*.



If there are any other words from "A Visit with Barbara Reid" the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.





Take out your *Collections Writing Dictionary*.

Print the four new words in your writing dictionary.



Complete Day 16: Assignment 9 in your Assignment Booklet.

## Past and Present Tenses

Read these sentences aloud.

I **enjoy** making pictures to tell a story.

I also **enjoyed** doing that when I was really little.

Which of the bolded words means something is happening now, in the present time? Which one means it happened in the past?

Guide the student to say that *enjoyed* happened in the past. Go over the sentences together with the student. Point out that the suffix *ed* added to regular present tense verbs changes them to past tense.



Read these sentences aloud and tell which is in the present and which is in the past.

- |                                     |   |
|-------------------------------------|---|
| <b>mix</b> the colours.             | <b>like</b> to illustrate my stories.   |
| <b>mixed</b> the blobs together.    | always <b>liked</b> to draw.            |
| <b>work</b> in my studio.           | <b>learn</b> new things all the time.   |
| <b>worked</b> very hard.            | <b>learned</b> to draw and paint first. |
| <b>imagine</b> all kinds of things. |   |
| <b>imagined</b> it would work.      |   |



Complete Day 16: Assignment 10 in your Assignment Booklet.



## That's My Name



Take out modelling clay.

# Caitlin

Use modelling clay to make words. Try making your name or a friend's name. Find interesting words from the interview "A Visit with Barbara Reid" and use modelling clay to make them.

Turn to page 27 in *Just Watch Me!* See how Barbara Reid's name is made out of modelling clay in the title. Try to make your name like that.



## Words I Use Often

Look at the two words on coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.



### Enrichment (optional)

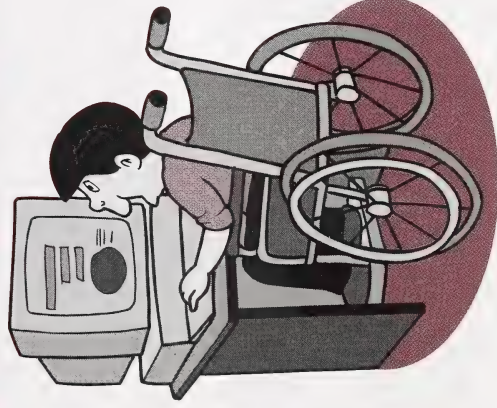
If you have time, you may want to do an extra activity.

## Break for lunch.



## Silent Reading

Enjoy your reading time.



Refer to the Home Instructor's Guide for more information.

Refer to the Home Instructor's Guide for more information.

Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for more information.

Review vowel digraphs: Two vowels together can make a long or a short sound, or have a special sound all their own. You can hear the different sounds of the vowel digraph oo in *took* and *too*.

## Spelling

It's time for your spelling test.



Do the Day 16: Spelling Test in your Assignment Booklet.

## Fun with Phonics

These words are from the selection "A Visit with Barbara Reid." Read them aloud.

school

books

too

looks

smooth

looking

What vowel digraph is in these words? \_\_\_\_\_





Refer to the Home Instructor's  
Guide for the dictation  
sentences.

You're going to write other words with the vowel digraph **oo**. Your home instructor will say some sentences. Print the sentences on the lines. Circle in yellow the words with the vowel digraph **oo** that sounds like **book**. Circle in red the words with the vowel digraph **oo** that sounds like **too**.

1.

2.

3.

4.

Check the spelling, punctuation,  
and circled words with the  
student.





Review the animals studied in this module (spiders, ants, bees, snails and slugs, earthworms). The student may choose to be one of the animals studied or another one he or she might have read about or be interested in. Discuss why the student would like to be a particular "bug" or animal.

Explain the play on words: A biography is a written account of a person's life. The "bugography" will be a written account of the student as a bug or small animal. Prepare the student for writing a bugography. Have the student decide which animal he or she will be. Write the answers the student gives to each question on the board. The student will refer to these during the writing.

## A "Bugography"

You have studied some fascinating animals in this module. Think back to the kinds of small crawling and flying animals you studied.

Is there one that you found especially interesting?

Circle  **Yes** or  **No**. Of all the creatures you have read about or studied, which one would you be if you could? Why?

You will be writing a **bugography** of your life as a small crawling or flying animal. Once you have decided which small animal you will be, answer the questions using the information you know about that bug or small animal. This is the prewriting stage. It will help you when you write the first draft.

1. Where and when were you born?
2. What do you look like?
3. What is special about you?
4. Where do you live?





5. What do you know about your brothers, sisters, and parents?
6. What is your job?
7. Where do you travel?
8. What do you like to eat?
9. Who are your enemies?
10. How do you protect yourself against your enemies?
11. If you could change anything about yourself, what would that be?



Take out lined paper.

Now write your bugography. Start by introducing yourself. Use the answers to the questions to add details to your bugography. When you have finished the first draft, remember to revise and edit the writing. Finally, write the final draft.



Encourage the student to make the writing as scientific as possible, using correct terms. The bugography should be more than one paragraph long, and contain the answers to most of the questions. Make sure the student follows the steps of the writing process.

When you have written your final copy, draw an illustration of yourself as the small animal.



You will send your work to the teacher on Day 18.

## Looking Back

You read about Barbara Reid today. Has she inspired you in any way? How?

Do you enjoy learning about new people? Why?

What have you learned about small animals? What were some of the most interesting things you learned about them?

Are you happy with your bugography? Why or why not? How could you make it better next time?

## Story Time

Relax and enjoy the story!

Turn to Assignment Booklet 8B and complete Day 16: Learning Log. Have the student include his or her comments.



## Sharing Time

Choose something you did today that you would like to share with a friend or family member. You could choose one of the following:

- Read "A Visit with Barbara Reid."
- Show the words you made out of modelling clay. Have your family members make other words using modelling clay.
- Tell what you know about your favourite small animal.
- Read your bugography. Show the illustration.



## Day 17: Different Animals

Today you are going to act out a song that includes animals.

Later, you will find out how to make illustrations just like Barbara Reid. You'll make an underwater scene of fish, just like she did.





# Calendar Time

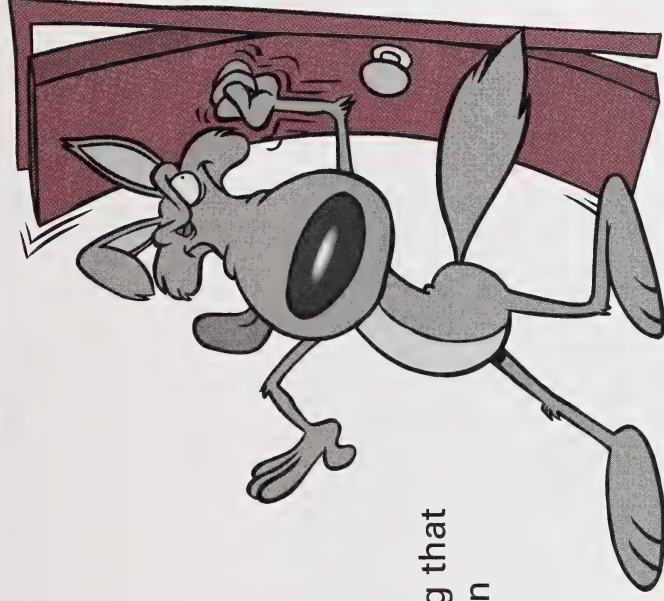
Follow the daily procedure.



Work on Module 8: Day 17.

## Music and Movement

You are going to listen to a song that tells a story. The three animals in the song aren't small flying or crawling animals. They each have four legs and a curly tail. Can you guess what they are?



In Module 6B you listened to "The Three Pigs Blues." You will listen to the song again. This time you will make up movements to act out the story.



Listen to the song. As you listen, follow the words on page 42 of your *Music and Movement in the Classroom* booklet.

In today's lesson, the student creates dramatic movements that express feelings and tell a story. Locate the song "The Three Pigs Blues" on *Music and Movement in the Classroom* CD #1. With the student, read the words silently as you listen to the song.

Have the student answer the questions orally. Help the student create movements that show the events in the story. Play the recording again and, together with the student, act out the events.

Read the selection with the student as the interviewer or as Barbara Reid.

Have the student answer the questions orally. The student may choose to respond to these or to write his or her own impressions of the interview in the journal.

What did you think of the song? Create movements that show the events in the story. Act out the parts of the pigs and the wolf. Listen to the song again and act out the events.

## A Visit with Barbara Reid



Take out the book *Just Watch Me!*

Read "A Visit with Barbara Reid" with your home instructor. Be the interviewer Caitlin, or be Barbara Reid.

## Journal Time



Take out your journal. Turn to the Reading Response section.

Would you like to be an author or an illustrator like Barbara Reid? Circle **Yes** or **No**. What kinds of books would you write if you were an author? What kind of things would you illustrate if you were an illustrator? Write about it in your journal.

Remember to print today's date at the top of the page.



## Finish the Sentences

Skim through pages 27 and 28 in *Just Watch Me!* Read the sentence starter below. How can it be completed?

Barbara Reid is an \_\_\_\_\_.



Explain that the information to finish the sentences can be found in the text, or sometimes it can come from the student's own ideas from information learned in the text.

Have the student fill in the first sentence. Check that it makes sense and check the punctuation and spelling. Have the student fill in the next two sentences. Check them as well. When the student shows that he or she understands the task, he or she may go to the Assignment Booklet.

How can these sentences be completed?

She is best known for her \_\_\_\_\_.

She became an illustrator because \_\_\_\_\_.



Complete Day 17: Assignment 11 in your Assignment Booklet.

## Asking Questions

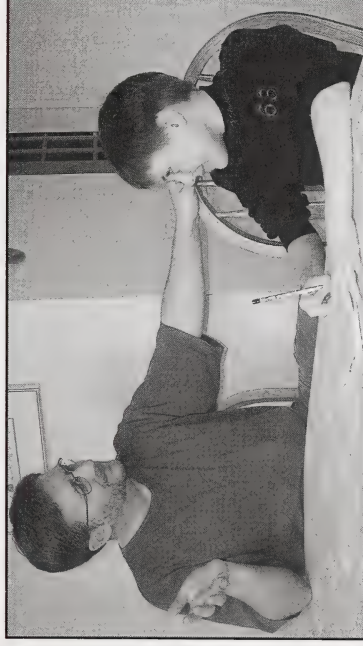
Look at the questions Caitlin asked Barbara Reid. Look at Barbara's answers. What do you notice about the two? Caitlin knows that a good interviewer lets the person being interviewed do most of the talking.

You can conduct an interview yourself. It's the best way of finding out about someone.

Guide the student to say that Caitlin's questions are short, while Barbara's answers are longer. Explain that in an interview, the person who is being interviewed should do most of the talking.

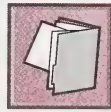


Interview your home instructor or someone else you know. What are some things you would like to find out about the person you will interview?



Take out lined paper.

Think of three questions to ask. They should be questions that cannot be answered by a yes or no. Write them on the page and leave space for the answer. Remember to begin each question with a capital letter and to end each with a question mark. Then interview the person you chose to learn more about. You may be surprised at the things you will find out! Write the answers below each question.



You will send your work to the teacher on Day 18.

After the student writes the questions, allow him or her to interview you or someone else that the student knows.

Discuss how **squish** sounds like its action. Brainstorm other words that sound like their action—*zoom*, *boom*, *bang*, *splash*. List the words on chart paper for future reference. Help the student think of ways to illustrate the words if he or she is having difficulty seeing the relationship.

## Sound Words

Turn to page 29 in the selection “A Visit with Barbara Reid.” Find the words that sound like the action.

Did you find **squish**? Can you hear the sound that word makes? Can you imagine Barbara Reid squishing modelling clay?

Think of other words that sound like their action. Look in a dictionary and books you have read in this module for sound words.



Take out unlined paper.

*Squish* *BOM BOM BOM* *SPLASH*

On the page, print three or four sound words you thought of and illustrate them, like the ones you see on this page. Use size, shape, and colour to make the words look like what they sound like.



When you come across other words that sound like their action, add them to the chart your home instructor started.



You will send your work to the teacher on Day 18.



## Enrichment (optional)

If you have time, you may want to do an extra activity.

## Break for lunch.



## Silent Reading

Enjoy your reading time.



Refer to the Home Instructor's Guide for more information.

Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for more information.

Review vowel digraphs: A vowel digraph is two vowels that together make one sound. The vowel digraph *ea* can stand for the short *e* sound, as in *ready*.

Refer to the Home Instructor's Guide for the dictation sentences.

## Word Recognition Test



Go to Day 17 in your Assignment Booklet.

## Fun with Phonics

These words are from the selection "A Visit with Barbara Reid." Read them aloud.

spreading      head      heavy      spread

What vowel digraph do you see in these words?

You're going to write other words with the vowel digraph **ea**. Your home instructor will say some sentences. Print the sentences on the lines. Circle in brown the words with the vowel digraph **ea**.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



3.

4.

Check the spelling, punctuation, and circled words with the student.

## Making Beautiful Scenes



Take out the book *Just Watch Me!*

Look at the underwater **scene** Barbara Reid made on page 32. What things do you see in the scene?

Just like Barbara Reid, you're going to make an underwater scene using modelling clay.

Read pages 31 and 32 aloud to find out how to make a scene using modelling clay.

**Module 8B: Creep, Crawl, Flit, or Fly**



Explain that a scene is like a picture—it shows something from a moment in time. The scene from the book shows a moment underwater. Guide the student to say that the scene shows water, fish, seaweed, and bubbles coming out of the fish's mouth.

On the board, write a set of instructions based on the text:

1. Take a blob of modelling clay and spread it out with your thumbs.
2. Take another colour and smear wiggly lines across the background.
3. Make the second layer: fish and seaweed.
4. Add details like bubbles.



**Take out different-coloured modelling clay.**

**Make an underwater scene by following the instructions. Use cardboard for the background.**





## Looking Back

Did you recognize all the words you use often? If not, what is the best way for you to learn the words?

What is the most interesting thing you did today? Why?

Was it fun singing and acting out the song this morning? Do you enjoy the Music and Movement activities? Why or why not?

Were you happy with the way your underwater scene turned out? If you were, what was the best thing about it? If not, how could you make it better next time? You could take a picture of your scene and send it to the teacher.

## Story Time

Relax and enjoy the story!

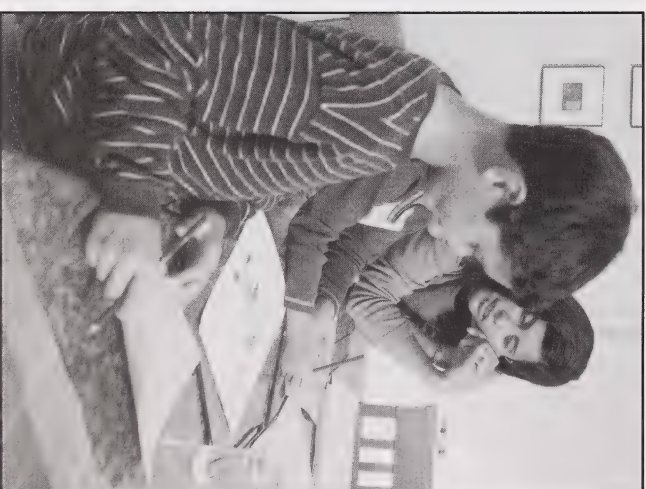


Turn to Assignment Booklet 8B and complete Day 17: Learning Log. Have the student include his or her comments.

## Sharing Time

Choose something you did today that you would like to share with a friend or family member. You could choose one of the following:

- Read "A Visit with Barbara Reid" with a family member or friend. If you read the part of Caitlin this morning, read the part of Barbara Reid now. If you read the part of Barbara Reid this morning, read the part of Caitlin now.
- Tell what you found out about the person you interviewed.
- Show the illustrations you made of sound words. Ask if anyone knows any other words that sound like their actions.
- Show the underwater scene you made with modelling clay. Tell how you made it.



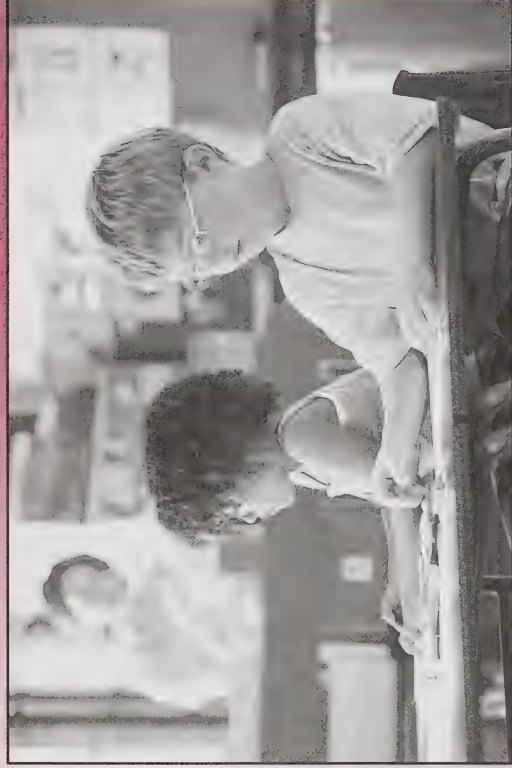


## Day 18: Spineless Wonders

You have learned many things about small crawling and flying creatures—spineless animals.

You'll be an artist all day today. You will read about different ways of creating art that shows small creatures. You'll choose one project to do and make a model too.

You're almost finished Module 8. Congratulations!



## Calendar Time

Follow the daily procedure.



Complete Day 18: Assignment 12 in your Assignment Booklet if you have been continuing Calendar Time.



Work on Module 8: Day 18.

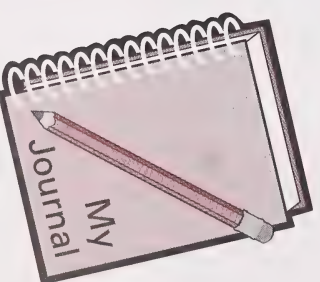
## Journal Time



Take out your journal. Turn to the Personal Writing section.

Take a few minutes to think about what you would like to write about. You might want to write about your friends, your family, an event, or your thoughts and feelings about something.

Use your *Collections Writing Dictionary* if you need help spelling a word.



Assist the student with selecting a topic as needed.

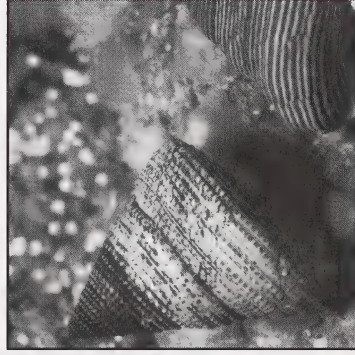
Remember to print today's date at the top of the page.



## Animals in Art

Have you ever looked at small creatures? Have you looked with the eye of an artist? Flying and crawling animals come in many different sizes, shapes, and colours.

Have you noticed **textures** on the animals you have studied? Which animals have skin coverings that are smooth or shiny? Which animals have furry coverings?



Discuss the questions with the student. Discuss with the student how texture is the feel of a substance as a result of the size of its parts and how they are arranged. Look back at the Barbara Reid books that you used earlier in this module. Find examples of ways that Barbara Reid showed texture in her artwork.

Discuss how a pattern is an arrangement of shapes, colours, and any other characteristics that repeat themselves.

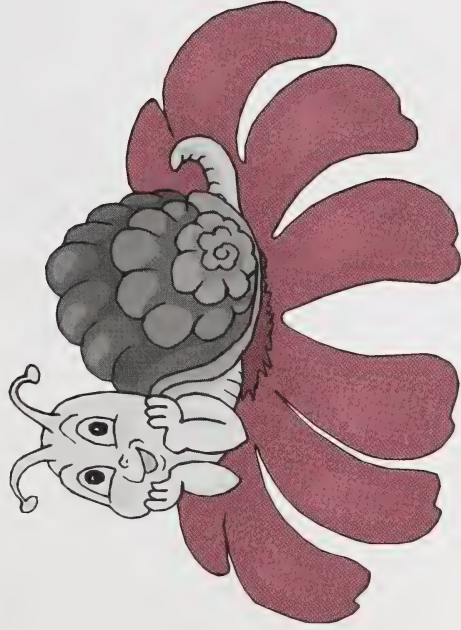
Ask the student to tell you about the patterns that he or she observed on the animals that have been studied. Discuss such features as stripes, dots, colour patterns, and symmetry.

What **patterns** have you noticed on small creatures? Tell your home instructor about the patterns you see on the animals below.





Look through the books and magazines in your home for illustrations of small crawling or flying animals. Notice how the artist shows texture, patterns, colour, size, and shape.



Help the student look through books and magazines for illustrations (not photographs) of small animals. Discuss how the artists show texture, pattern, colour, size, and shape.

The article on the next few pages tells you four ways to create art projects that show small animals. Read the article aloud. Use the pictures to help you understand each step.

Assist the student with reading the article.

## Animal Art

### Thumbprint Critters

You can use your thumbprint to create lots of different small animals. The print of your thumb adds interesting texture to the pictures.

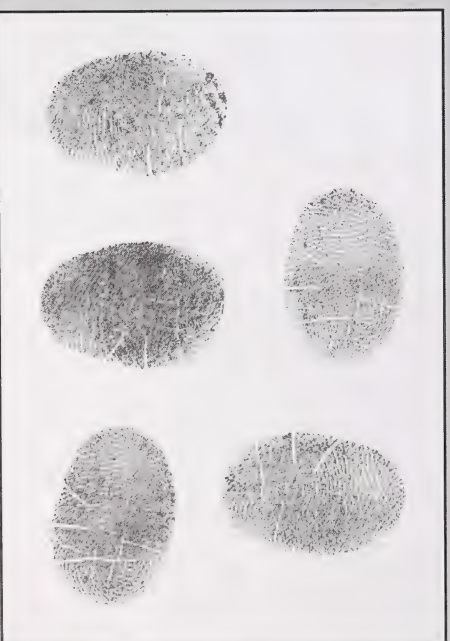
#### Step 1

Press your thumb on to an ink pad and then press it on to the white paper. If you do not have an ink pad, use washable markers to cover your thumb with ink.

Make several thumb prints on a piece of white paper.

#### Materials You Will Need

- an ink pad or washable felt markers
- fine-tipped felt markers
- unlined white paper

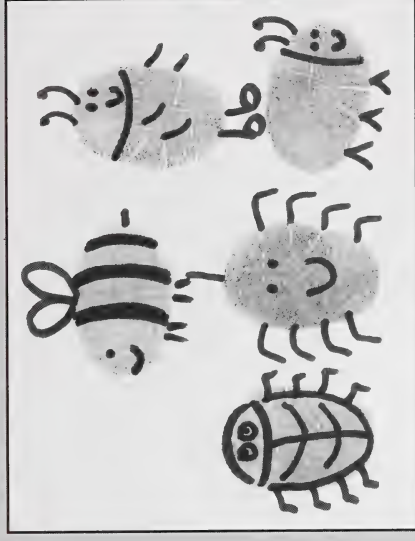


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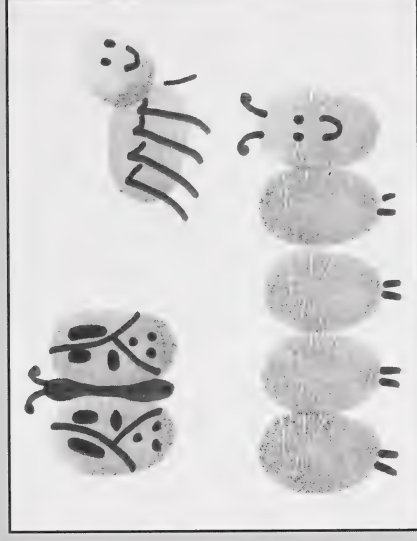
## Step 2

Use a fine-tipped felt marker to add details to the thumbprints you made.



## Step 3

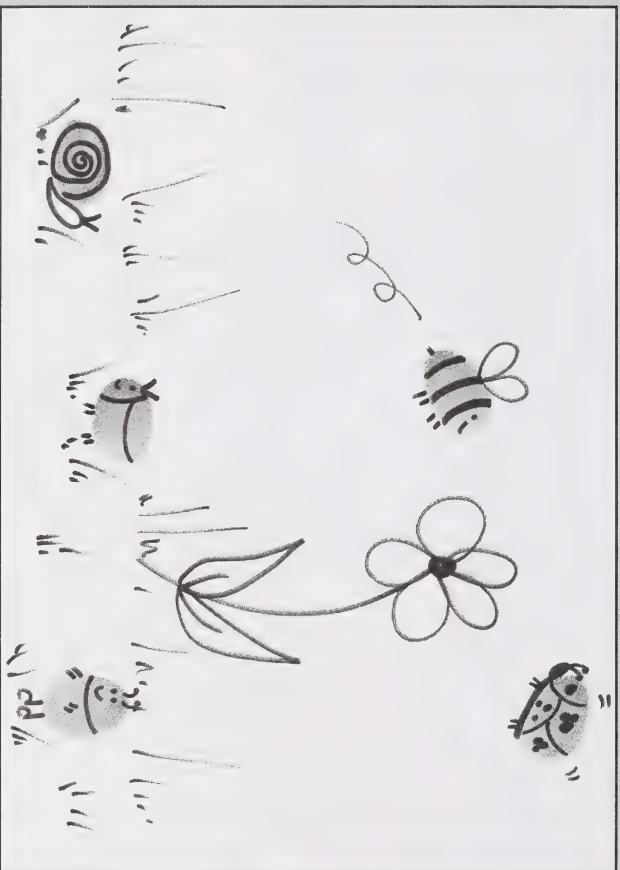
Put some thumbprints together to make some more small animals. Add details with a fine-tipped marker.



continued . . .

**Step 4**

Create a picture using your thumbprint animals. Plan a background that will show the habitat of small crawling and flying animals. Use a new sheet of unlined paper to show several thumbprint animals in their habitat. You could also cut out the thumbprint animals you made and glue them to your background.



continued . . .



## Weave a Web

Use simple shapes to create a spider in a web.

### Materials You Will Need

- yarn or string
- 8 drinking straws
- construction paper
- white craft glue
- scissors
- crayons or felt markers

### Step 1

Use a drinking glass to trace two circles on a sheet of construction paper. Cut the circles out.

Flatten the drinking straws by running your fingers along them and pressing firmly.

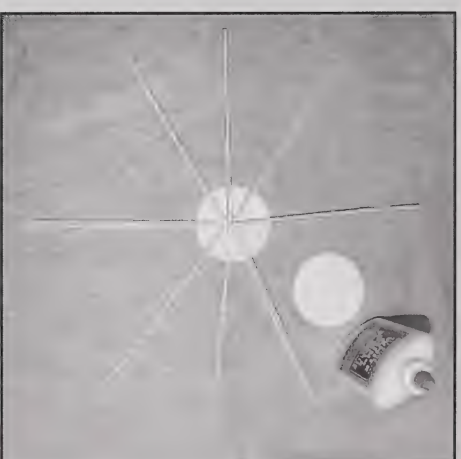


continued . . .

**Step 2**

Cover one circle with glue. Lay the eight drinking straws on top of the glue. The straws should touch in the centre.

Cover the other circle with glue too. Lay it glue side down on top of the straws and first circle. Press it down firmly. Lay a heavy object over the circles and leave to dry. (When the glue is dry, you could use a stapler to staple the circles together over the straws.)

**Step 3**

When the glue is dry, cut a piece of string or yarn that is about one metre long. Use a knot to tie the string to a straw. Tie the string near the circle in the centre.

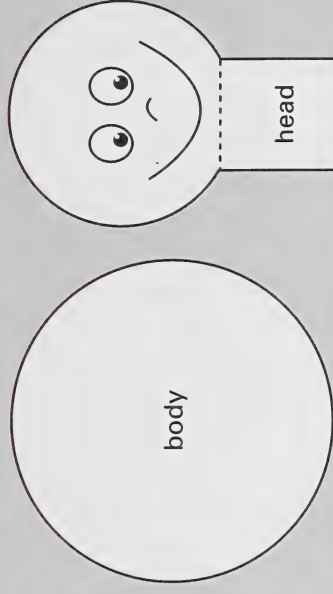
To make the web, loop the yarn around the straws. Leave a space between each row. When you are finished, tie another knot to hold the string in place.

continued . . .



**Step 4**

Now make a spider for the web. Make one circle for the spider's body. Then make a smaller circle for the spider's head.

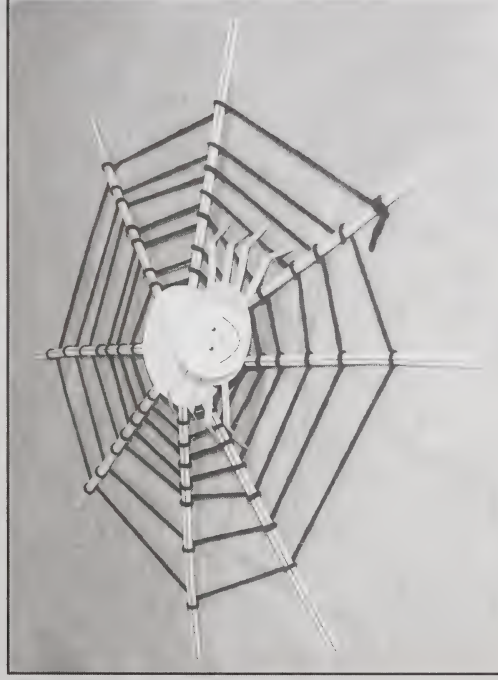


Cut 8 legs

Cut out eight long, thin rectangles for the spider's legs. Add a face to the spider's head using felt markers or crayons. Glue the body parts together.

**Step 5**

Glue the spider to the centre of the web.



continued . . .

## Puppet Creatures

Use crayons and construction paper to create puppets of small flying and crawling animals. You can have fun making up puppet plays with your puppet creatures.

### Materials You Will Need

- cardboard tubes from paper towel or toilet tissue
- construction paper
- scissors
- glue
- pipe cleaners or paper scraps
- felt markers or crayons

### Step 1

Think about what type of puppets you would like to make. You could make insects, worms, caterpillars, snails, or any other small creature.



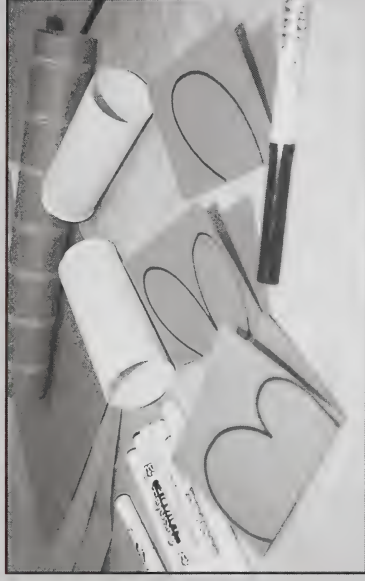
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## Step 2

Choose the colours of construction paper that you will need. Cut out a body, head, and wings for your animal. It is easier to make the shapes if you fold the paper in half, draw the shapes, and cut them out.

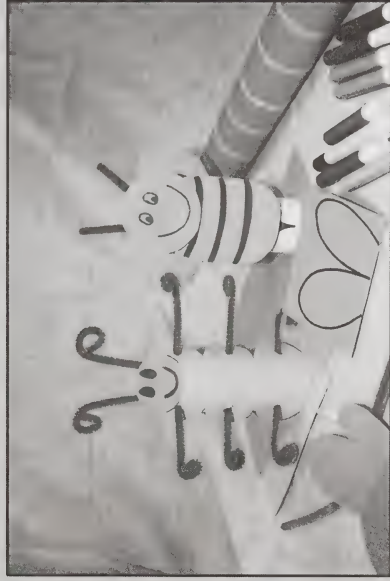
Glue the body parts to the cardboard rolls.



## Step 3

Use pipe cleaners to add legs and antennae. If you don't have pipe cleaners, use scraps of coloured paper.

Add details with crayons or felt markers.



continued

## Tissue Paper Butterflies

Have you noticed that the wings of a butterfly have beautifully coloured designs? The designs on a butterfly's wings are **symmetrical**, the same on both sides. The next project shows you how to create a butterfly with brightly coloured tissue paper. Remember to make the design symmetrical!

### Materials You Will Need

- 1 sheet of 22 cm  $\times$  28 cm construction paper
- black construction paper
- several sheets of brightly coloured tissue paper
- scissors and glue
- a pencil

### Step 1

Cut the tissue paper into squares about 4 cm  $\times$  4 cm. You will need lots of squares in different colours.

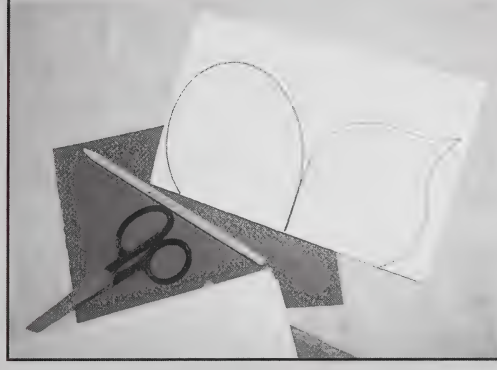


continued . . .



**Step 2**

Fold the sheet of construction paper in half. Draw the shape of a butterfly wing. Leave it folded and cut it out.

**Step 3**

Make a butterfly body shape from scraps of black construction paper. Make antennae too.

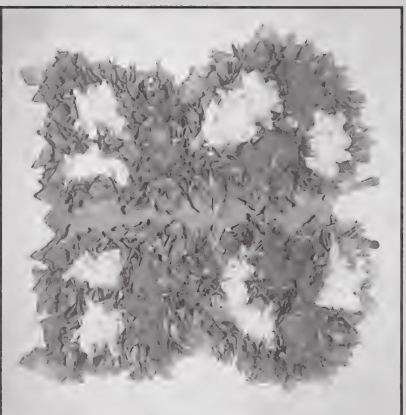
Glue the body in the centre of the wing shape.

continued . . .

**Step 4**

Wrap a tissue square around the end of a pencil. Dip the tissue and pencil into a bit of glue and press it down on the butterfly wing shape.

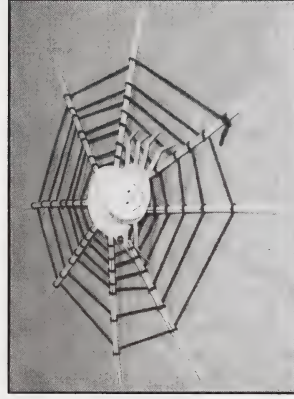
Use lots of colours and create a matching design on each wing as you work. Continue to press on tissue squares until the wings are covered.





How did the pictures help you read?

Which craft do you think is the easiest to make? Why? Which one would be the most difficult? Why? Which one would you like to make?



## Be an Artist

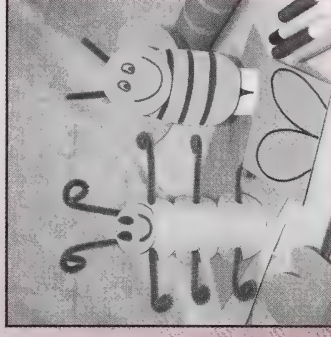
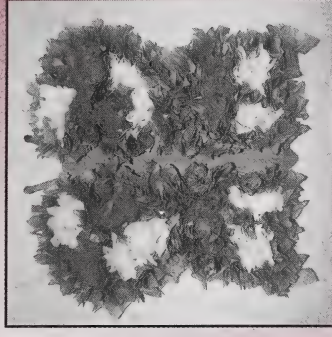
Now it is your turn to be an artist. Choose the project that you would like to try. Collect all the materials that you will need before you begin.

Read through the steps again. If you don't understand something, ask your home instructor to help you.



You will send your work to the teacher today.

Discuss the questions orally.



Discuss which art project the student will make. Review the instructions with the student and help gather the required materials.

## New Words

These words are from the article “Animal Art.” Read them to your home instructor.

artist

crayons

create

materials



Check that the words are listed alphabetically.

Remember, if you have a hard time saying or remembering a word, use the strategies from the **Learning New Words** chart.

Print the new words in alphabetical order.

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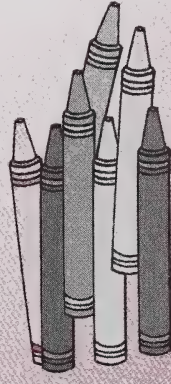
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Check the answers with the student: **art**; **crayons**; **create**; any five words, such as **rat**, **mat**, **sat**, **is**, **as**, **at**, **are**, **lie**, **tear**, **tar**, **tram**, **last**, **rest**, **arm**.



Print the answers to the following on the lines.

The base word of **artist** is \_\_\_\_\_.

You use these when you want to colour.

\_\_\_\_\_

An antonym for **destroy** is \_\_\_\_\_.

Make five new words using the letters in **materials**.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Take out lined paper.

On the paper, write a sentence for each new word, but leave a blank space where the word should go.

Show the sentences to a family member during Sharing Time. See how many he or she can fill in correctly!



Take out your *Collections Writing Dictionary*.

Print the four new words in your writing dictionary.

Break for lunch.



## Silent Reading

Enjoy your reading time.

## Fun with Phonics

Some of these words are from the article you read today. Read them aloud.

straw      crawling      draw      August

Which two digraphs in these words make the same sound?

You're going to write sentences with other words that have the digraphs **au** and **aw**.

Both you and the student read silently for ten minutes.

Review digraphs: two letters that together make one sound. The digraphs *au* and *aw* usually have the same sound, as in *August* and *yawn*.





Complete Day 18: Assignment 13 in your Assignment Booklet.

Refer to the Home Instructor's Guide for the dictation sentences.

## Interesting Invertebrates

Do you have a backbone? Circle **yes** or **no**. Of course you do! It's your spine. Feel it. You are part of a group of animals called **vertebrates**. The vertebrae are the bones in a backbone, or spine.

Discuss vertebrates. Have the student look at the illustrations and tell why they are vertebrates.

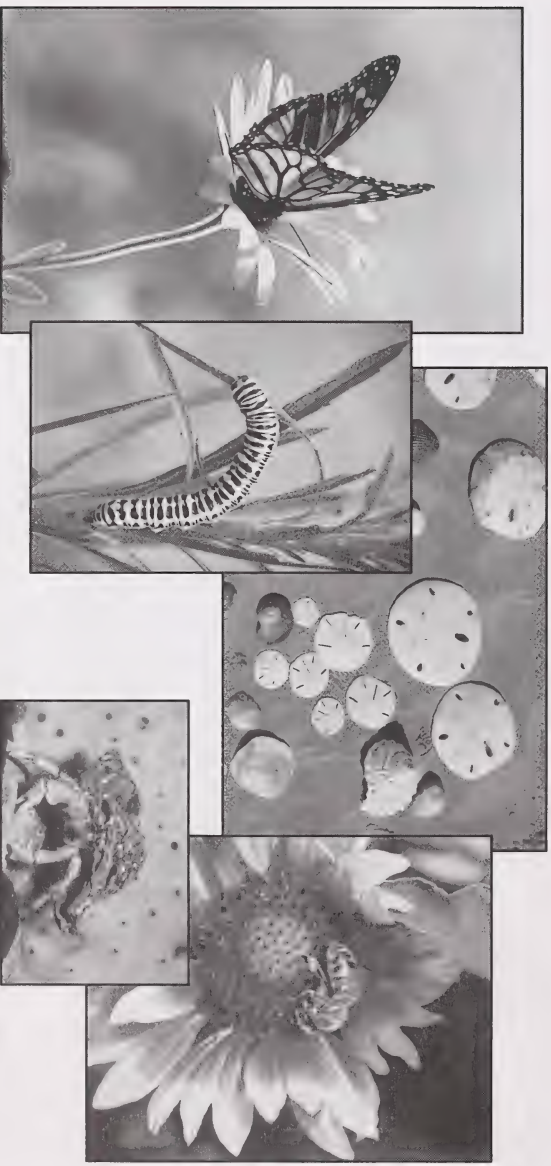
The animals shown in the pictures below are vertebrates.



They all have backbones.

In this module you learned about small crawling and flying animals that are known as **invertebrates**. That means they have no backbone or spine—they're spineless.

The animals shown in the pictures below are invertebrates.



Listen and follow along as your home instructor reads the article “Invertebrates.”



## Invertebrates

Invertebrates are found everywhere from mountain tops to ocean bottoms, and from deserts to dark corners of caves. They all either eat living plants or animals, or feed on dead or decaying material.

They are the oldest known animals on Earth. They have been around at least 600 million years! Most of them are smaller than a marble, but some can be much larger. The giant squid is larger than some whales!

Invertebrates adapt to their surroundings. For example, some earthworms have a long, dark-coloured body, just like the soil they live in. Other invertebrates, like some butterflies, have bright colours and patterns that let them hide from enemies.

Some invertebrates live alone, while others, like bees, wasps, and ants, live in large numbers in colonies. They spend their lives working for the colony.

The lives of invertebrates change as they grow. Young dragonflies live in ponds and eat water insects. When they're adults, they leave the pond and eat flying insects.

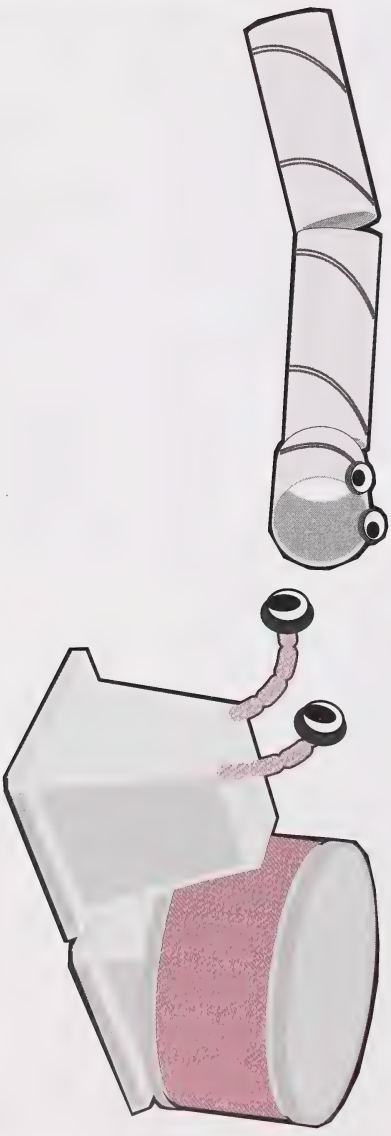
Some scientists say that there are over one billion invertebrate species in the world! There are certainly more of them than of us (vertebrates).

Provide the student with a variety of art and drawing materials to build the creature, such as egg cartons, coloured construction paper, pipe cleaners, empty boxes and packages, and crepe paper.

What was the most interesting thing you learned from the article?

### Create a Creature

You now know quite a bit about invertebrates. You can use that information to create a creature. Think about a small animal you have studied, observed, or read about, or one you are interested in. You can make a model of it.





Before you make the creature, answer these questions about it:

- How many legs does it have? Where are you going to put them?
- How many body parts does it have?
- Will it have wings? What kind of material can you use to make the wings?
- Does it have eyes? A mouth? Antennae? Where are you going to put them? What will they be made of?

Make a model of an invertebrate.

When your model is finished, display it where people can see it.



### Enrichment (optional)

If you have time, you may want to do an extra activity.

Make sure the student plans the creature before making it. The student can look for information in reference books, observe any creatures he or she might have in the room, and reflect on the animals that have been studied. Encourage the student to add realism as well as artistry to the model.

If there is time, the student may make one or more models of different animals.

Refer to the Home Instructor's Guide for more information.

## Looking Back

What was your favourite part of this module? Why?

What was the most difficult thing you did in this module?

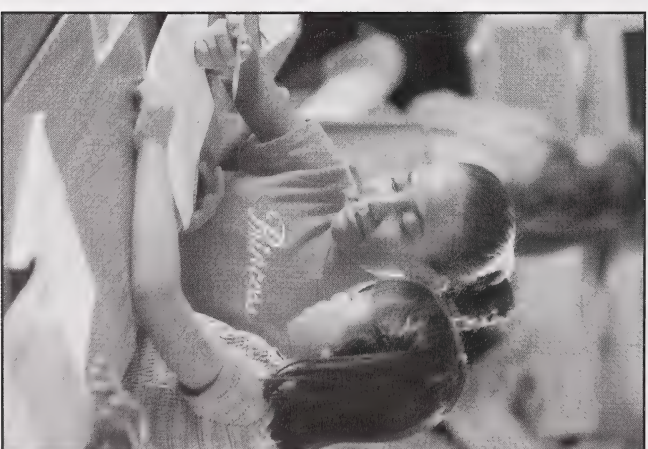
Which skills do you think you improved the most in this module?

Do you think your reading is improving? Do you think your writing is improving?

What is the most interesting thing you learned in this module?

## Story Time

Relax and enjoy the story!



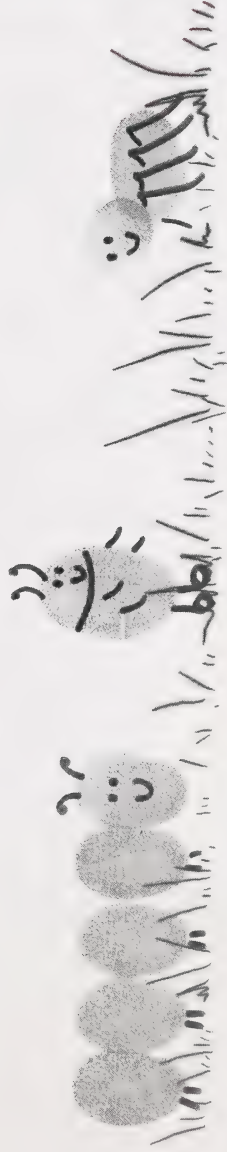
Turn to Assignment Booklet 8B and complete Day 18: Learning Log. Have the student include his or her comments.



## Sharing Time

Choose something you did today that you would like to share with a friend or family member. You could choose one of the following:

- Read your favourite parts from the article “Animal Art.”
- Explain one of the crafts from the article “Animal Art,” using the pictures to help.
- Show the four sentences you wrote leaving blanks for the new words from “Animal Art.” Read them aloud and ask if anyone knows what the missing words are.
- Show the craft you made this morning. Explain how you made it.
- Show the creature you created this afternoon. Talk about it. Tell everything you know about that small animal.



# Module Summary

## The Journey Continues

What an accomplishment! There's only one more module to go. In this module you visited the world of some small animals. Which animal did you enjoy learning about most? Why? Was it easy or difficult to care for a small animal?

You continued to read, write, listen, speak, view, and represent to make recordings, write reports, make up a commercial, create a poster advertisement, carry out investigations, and much more. You were busy. You even learned some new songs.

It's time to get ready for the final module, called Wonders of Nature. What might it be about?





# Appendix

## Image Credits Cut-out Learning Aids

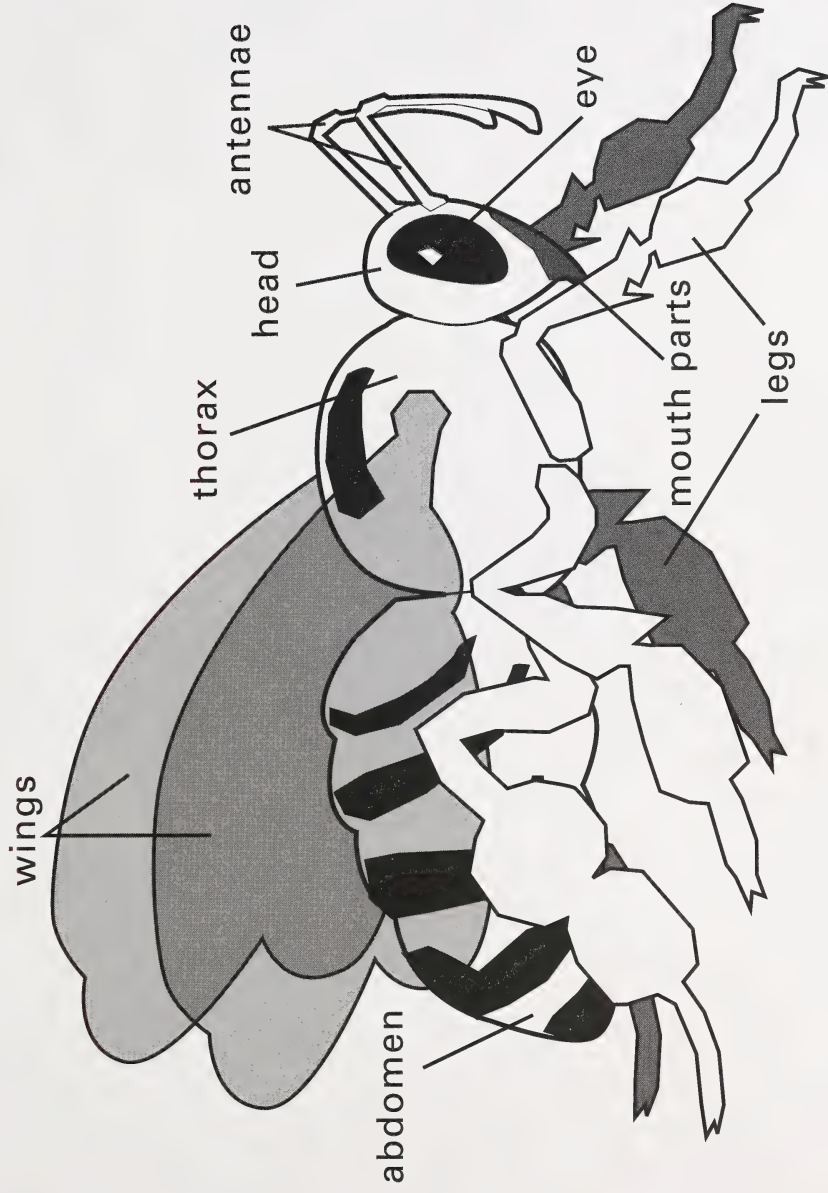


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Bee







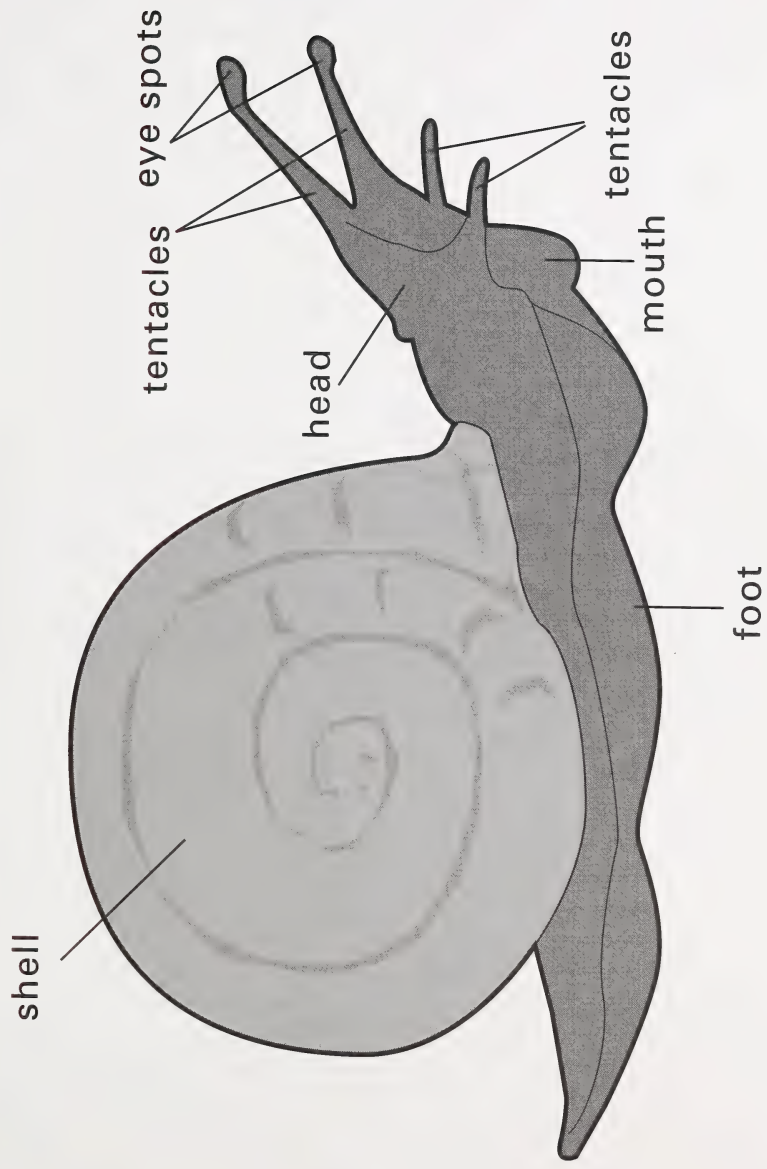
**The Magic Show**

The woman had a big hat.	There were many people in the hall.	I had to sit in the back row.
The man had an extra chair in the front row.	I couldn't see the magician.	A tall woman sat in front of me.
The man wiggled his finger at me.	The magic show was terrific!	I went to sit in the chair by the man.
I went to see a magic show.	Then a nice man came along.	I sat in the front row for the whole show.





## Snail







**Earthworm**